

**LON E New Letter
of Notification**

New Educator Preparation Program

(For programs leading to a degree or certificate, LON submitted to ADHE will be forwarded to ADE)

Note: This LON is for new programs only and should be completed after an LOI-E has been submitted and accepted by ADHE.

1. Institution submitting request: University of Arkansas Fayetteville
2. Date submitted: November 6, 2015
3. Contact person/title: Dr. Terry Martin, Vice Provost for Academic Affairs
4. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu
5. Proposed effective date: Fall 2016
6. Proposed program title: Human Development and Family Sciences with a concentration in Birth through Kindergarten.
7. CIP Code requested: 19.0701
8. Degree or Award Level (B.S., M.A.T., post-baccalaureate, graduate, etc.): Bachelor of Science in Human Environmental Sciences
9. Is this program intended to prepare candidates for educator licensure? Yes No
If yes, indicate the title and grade range of the licensure area: Birth through Kindergarten
10. Indicate if courses/program of study will be offered for distance delivery: No
11. Provide additional program information if requested by ADE/ADHE staff.

Curriculum Committee Approval Date:

President/Chancellor Approval Date:

Board of Trustees Approval Date:

Chief Academic Officer:

Date:

Submit LON E New and ADE Program Proposal for new programs by February 1 for Fall program implementation; and by July 1 for Spring program implementation to ADHE via the File Transfer system.



**ARKANSAS
DEPARTMENT
OF EDUCATION**

**Professional Education Program Proposal
COVER SHEET**

Institution: University of Arkansas Fayetteville **Date Submitted:** November 6, 2015
Program Contact Person: Dr. Terry Martin **Position/Title:** Vice Provost for Academic Affairs
Phone: (479) 575-2151 **Email:** tmartin@uark.edu
Name of program: Human Development and Family Sciences with a concentration in Birth through Kindergarten. **CIP Code:** 19.0701
Degree or award level (B.S., M.A.T., post-baccalaureate, etc.): Bachelor of Science in Human Environmental Sciences

Is this program intended to prepare candidates for educator licensure in Arkansas? Yes No

If yes, indicate the title and grade range of the license for which candidates will be prepared:

Title: Integrated Birth through Kindergarten/Special Education

Grade Range: Birth through Kindergarten

Proposal is for:

- New Educator Licensure Program** (Traditional)
(Complete Section A)
- New Educator Licensure Program with Distance Learning Technology***
(Complete Sections A and E)
- New Educator Licensure Endorsement Program**
(Complete Section B)
- New Educator Licensure Endorsement Program with Distance Learning Technology***
(Complete Sections B and E)
- Major Revision(s) to an Approved Licensure Program**
(Complete Section C)
- Minor Revisions to an Approved Licensure Program**
(Complete Section D)
- Revision(s) to an Approved Program with Distance Learning Technology***
(Complete Section C and E)
- Converting a Traditional Program to a Distance Learning Technology Program***
(Complete Sections C and E)

* At least 50% of the curriculum is delivered via distance learning technology.

Indicate the portion of the proposed program to be delivered via distance learning technology (on-line). _____%

Proposed starting date for the program: Fall 2016

Will this program be offered at more than one site? Yes No

If yes, list the sites where the program will be offered.

NOTE: Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

Professional Education Program Proposal
New Program for Licensure

Birth through Kindergarten Concentration
Human Development & Family Sciences Major
School of Human Environmental Sciences
Bumpers College of Agricultural, Food, and Life Sciences
University of Arkansas
Fayetteville, AR
November 6, 2015

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Professional Education Program Proposal
New Program for Licensure

Birth through Kindergarten Concentration
Human Development & Family Sciences Major
School of Human Environmental Sciences
Bumpers College of Agricultural, Food, and Life Sciences
University of Arkansas
Fayetteville, AR

3. Needs Summary

a. Provide a brief statement of the program's purpose

The purpose of the Birth through Kindergarten (BRKD) program is to ensure that educators are prepared to teach infants, toddlers, preschoolers, and kindergarteners with and without disabilities. The Birth through Kindergarten program will prepare educators to work in settings that serve young children, including public schools, early intervention programs, child care and education centers, and residential placement centers. The BRKD program will meet the need for a teacher licensure program that leads to Arkansas' Integrated Birth through Kindergarten/Special Education teacher license, as set forth in Arkansas Department of Education Rules Regarding Teacher Licensure (http://www.arkansased.gov/public/userfiles/Legal/Legal-Current%20Rules/ADE317_Educator_Licensure_EMERGENCY_RULE_SBOE_2015_02_12_Approved.pdf).

b. Explain the need for the program with supporting data (e.g., data from supply and demand studies, institutional surveys, requests from individuals, etc.).

The need for the BRKD program at the University of Arkansas is demonstrated with institutional surveys, internal data, and requests made by individuals. These data are summarized here, and complete results of the Employer Needs Survey are provided in Appendix A.

Respondents to the Employer Needs Survey, conducted October-December 2014 via Survey Monkey, reported interest and support for a degree program dedicated to preparing teachers to work with children aged birth through kindergarten. Several themes emerged from the data that are reflective of and have shaped the BRKD program. Respondents reflected on the current workforce teaching young children, saying, "Currently, there are many licensed teachers who have no clue when it comes to early childhood issues." Others noted the need for specialized training for birth through kindergarten, stating that BRKD candidates "will be better prepared teachers to meet the needs of our students." Respondents also recognized the need for integrated training to meet the needs of children with special needs, noting that the BRKD program will "bring more awareness and implementation of therapy and modifications in the classroom to build skills, confidence, and help the children who need help before they reach the school setting." Taken together, the needs survey data, along with the many, continuous requests we receive from students and agencies, indicate that there is pressing need in Arkansas for qualified teachers to work with young children. This need comes from not only public school

kindergartens, but also the many early childhood settings serving children birth through kindergarten. The BRKD program at the University of Arkansas Fayetteville will meet this need.

c. Provide estimates of the number of candidates expected to enter and complete the proposed program each year for a five-year period.

Estimates of the number of candidates expected to enter (both as freshman and as transfer students) and complete the proposed program each year for a five-year period are provided in the table below:

<i>Number of Candidates</i>	2016	2017	2018	2019	2020
Entry as Freshman	2	5	10	20	25
Entry as Transfer	4	6	10	10	10
Completed			4	6	15

d. list other Arkansas institutions offering a similar program.

Currently, Harding University, a private institution in Searcy, Arkansas, is the only university in Arkansas offering a similar program.

4. Institutional Approval Supporting documentation for the program shall include:

a. A letter from the chief academic officer acknowledging that the program has been approved by the institution's appropriate authorizing entity.
Please see attached letter.

b. Board of Trustees approval date (required for public institutions only)
Please see attached approval.

5. Program Description

a. Provide a general description of the program (2-3 paragraphs).

The BRKD concentration of the Human Development & Family Sciences major was introduced in 2007, and is now revised to lead to initial teacher licensure. This revised degree plan includes the 35-hour Arkansas University Core, 71 hours of major courses focused on birth through kindergarten (53 credit hours, including observation, practicum, student teaching, and internship experiences) and special education (18 credit hours, including observation, practicum, student teaching, and internship experiences), and 10 hours of electives. Major course work will include 673 total hours (see page 34-35) of field work experiences in a range of settings representing diversity of population and program focus across the birth through kindergarten ages.

The BRKD program is housed and administered by HDFS faculty, in collaboration with Special Education faculty, bringing focus on understanding the development and teaching of children from an ecological perspective with special emphasis on developing positive linkages between early childhood settings and families. BRKD also uses a scholar-practitioner model as foundational for teacher preparation. Using the scholar-practitioner model as a guide means that our BRKD program is based on best practices from scholarly literature, and that students are placed early in field settings in which they can inquire about and reflect upon their work as

educators. Students are trained and involved in action research as part of their preparation. Faculty lead the program by linking work to practice in meaningful ways, modeling the attributes of an active and reflective learner, and teaching students to become reflective professionals who can investigate on their own.

b. Provide a copy of the degree plan and/or plan of study for the program.

Please see attached degree plan and 8-semester plan.

*c. Provide a curriculum matrix that shows alignment of the program's prescribed courses and experiences with the **current** corresponding state competencies for the content area or category of licensure and the Arkansas Teaching Standards.*

Please see attached curriculum matrix.

d. Provide descriptions and syllabi for all courses prescribed in the proposed program.

Syllabi for professional education courses in **educator preparation** programs should link each learning objective to its corresponding Arkansas Teaching Standards and the Teacher Excellence Support System (TESS). This connection between objective and standard should occur on the syllabus itself.

i. Please see attached syllabi, as well as the course matrix, that contain learning objectives linked to state standards/competencies for licensure in Birth through Kindergarten. Descriptions of courses are as follows:

NUTR 1213. Fundamentals of Nutrition (Sp, Fa). 3 Hours.

The functions of food, body processes, optimum diets in relation to health and physical fitness. This course is equivalent to HESC 1213.

HESC 1423. Observation and Foundations for Teaching Young Children (Fa). 3 Hours.

Designed to acquaint students with the historical importance of early childhood education, the recognized standards for practice, the variety of program models, and career opportunities available. Emphasis will be placed on theories, evidence-based practice, ethics, diversity, and professional preparation for this knowledge-based, skill-driven field. Students will also obtain knowledge of state and federal laws pertaining to the care and education of young children.

HESC 2403. Infant and Toddler Development (Sp, Fa). 3 Hours.

Infant and toddler development from conception through toddlerhood with emphasis on physical, emotional, social, language, and cognitive domains. Theoretical and research-based information will be applied to developmentally appropriate practice. Historical and future perspectives will be explored as will the expanding opportunities for professional work with infants and toddlers. Observations in care centers will be assigned. Corequisite: HESC 2401L.

HESC 2401L. Infant and Toddler Development Laboratory (Sp, Fa). 1 Hour.

Introduction to infant and toddler development. Focus on observation and applied experience with children 0-3 documenting cognitive, emotional, language, physical, and social development, and demonstrating developmentally appropriate practice. Corequisite: HESC 2403.

HESC 2433. Child Development (Sp, Fa). 3 Hours.

Theory, research, and application in physical, cognitive, social, and emotional development of the child, studied in the biocultural context. Begins with prenatal development and continues through adolescence, with special emphasis on early and middle childhood. Prerequisite: HESC 1403 or PSYC 2003.

HESC 2453. Analytical Approaches to Research in Human Development and Family Sciences I (Fa). 3 Hours.

This course is an introduction to analytical approaches to research in human environmental sciences and will examine the principles and practices underlying the development of knowledge in the field. Emphases in this course will be on conducting and evaluating research relevant to human development and family science majors. Students will become critical consumers of research and develop basic skills to design and interpret their own studies. Prerequisite: HESC majors only.

HESC 2463. Analytical Approaches to Research in Human Development & Family Sciences II (Sp). 3 Hours.

This course is an introduction to analytical approaches to research in human development and family sciences and will examine the principles and practices underlying the development of knowledge in the field. Emphases in this course will be on conducting and evaluating data analyses relevant to human environmental sciences majors. Students will become critical consumers of data and develop basic skills to analyze and interpret their own data. Prerequisite: HESC majors only and HESC 2453.

HESC 2473. Child Guidance (Sp, Fa). 3 Hours.

Introduction to the guidance system. Focus on discipline techniques that are positive and age/stage appropriate for children ages 3-8. Lecture 3 hours per week plus 1 hour demonstration. Corequisite: HESC 2471L. Prerequisite: HESC 2433.

HESC 2471L. Child Guidance Laboratory (Sp, Fa). 1 Hour.

Introduction to the guidance system. Focus on discipline techniques that are positive and age/stage appropriate for children ages 3-8. Corequisite: HESC 2473. Prerequisite: HESC 2433.

HESC 4313. Building Family and Community Relationships (Sp). 3 Hours.

This course will help students interested in early childhood to value the role parents play in schools and the role schools play in a community. Various models of parent involvement will be explored. Students will plan a school-community collaborative which values diverse cultures.

HESC 4332. Curriculum and Assessment: Birth to Three Years (Sp). 2 Hours.

The course will introduce students to curriculum planning and assessment in programs serving children from birth to three years of age. Emphasis will be on responsive relationships and curriculum focused on routines and activities. Corequisite: HESC 4332L. Prerequisite: HESC 2403 and HESC 2401L.

HESC 4332L. Curriculum and Assessment: Birth to Three Years Laboratory (Sp). 2 Hours. Laboratory. Corequisite: HESC 4332.

HESC 4342. Curriculum and Assessment: Three Years through Kindergarten (Fa).

2 Hours.

Students will plan curriculum and assessment for children three years of age through kindergarten. Emphasis will be on professionalism, philosophy and a code of ethics. Students will interact with young children and facilitate learning and assessment experiences in a program for young children. Corequisite: HESC 4342L. Prerequisite: HESC 2473 and HESC 2471L.

HESC 4342L. Curriculum and Assessment: Three Years through Kindergarten (Fa).

2 Hours.

Laboratory. Corequisite: HESC 4342.

HESC 4373. Field Experience in Birth through Kindergarten Programs (Sp). 3 Hours.

This course provides the student with interactive and observational experiences with young children in community-based early childhood programs. Prerequisite: HESC 4332, HESC 4332L, HESC 4342, and HESC 4342L.

HESC 4383. Field Experience in Birth through Kindergarten Program II (Sp). 3 Hours.

This course provides students with advanced interactive and observational experiences with young children in community-based early childhood programs. Prerequisite: HESC 4332 and HESC 4332L and HESC 4342 and HESC 4342L.

HESC 4453. Parenting and Family Dynamics (Sp, Fa). 3 Hours.

Focus is on influence of parenting and family dynamics on individual development, especially factors in family life which contribute to normal psychological development. Topics include family values, the psychology of sex and pregnancy, the transition to parenthood, childbearing techniques, family influences on cognitive and social development, and changes in family relationships during the life cycle. Prerequisite: HESC 1403 or PSYC 2003 and COMM 1313.

HESC 4463. Administration and Leadership in the Helping Professions (Fa). 3 Hours.

Planning, developing, operating, and evaluating programs in the helping professions, including child care and family-related agencies. Emphasis will be on administrators' roles as leaders in organizations. Topics include facilities, budget, staff development, and policy manuals. Prerequisite: HDFS major and senior standing or permission from instructor.

CIED 3023. Survey of Exceptionalities (Sp, Su, Fa). 3 Hours.

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools. Prerequisite: CIED 1013 or MUED 2012; or AGED 1123 and AGED 1031, or HESC 1501 or PSYC 2003.

CIED 3103. Children and Adolescent Literature (Sp, Fa). 3 Hours.

A survey of children's literary works, authors, and illustrators with emphasis on elementary grade and adolescent literature. Prerequisite: CHEDBS or ELELBS or HDFSBS BRKD or HDFSBS CDEV or SPEDBS major.

CIED 3113. Emergent and Developmental Literacy (Sp, Fa). 3 Hours.

This course focuses on theories of children's emerging literacy and on the continuing development of literacy abilities in pre-kindergarten and early elementary years. Prerequisite: ENGL 1013, ENGL 1023, and CIED 3262 and CHEDBS or ELELBS or HDFSBS BRKD or HDFSBS CDEV or SPEDBS major.

SPED 4413. ABA and Classroom Management for Teachers (Fa). 3 Hours.

Students in this course will develop an understanding of the basic principles of Applied Behavior Analysis (ABA) and learn how to implement these principles across a Positive Behavior Support Model. Intervention plans include development of individual supports, classroom management supports, and whole school behavior supports.

SPED 4493. Introduction to Students with Autism Spectrum Disorder (Sp). 3 Hours.

The purpose of this course is to develop an understanding of autism spectrum disorders, understand the unique characteristics as they apply to the context of the classroom, be able to design an appropriate classroom setting, and use evidence based teaching practices for students with autism spectrum disorders.

HIST 3383. Arkansas and the Southwest (Sp, Fa). 3 Hours.

Political, economic, social, and cultural development of Arkansas from the coming of the Indian to the 20th century, with special emphasis on Arkansas as a national and regional component.

SCWK 3633. Child Welfare: 21st Century Perspectives (Irregular). 3 Hours.

Study of the needs of deprived children with some attention to methods and standards of care. Cultural competence and family-centered practice are emphasized.

CIED 499V. Special Topics in Curriculum and Instruction Education (Special Education) (Sp, Su, Fa). 3 Hours.

Discussion and advanced studies on selected topics in curriculum and instruction. Special focus on recent and emerging topics in education.

ii. Syllabi for professional education courses in **administrator preparation** programs should link each learning objective to its corresponding Standards for School Administrators in Arkansas and the Leaders Excellence and Development System (LEADS). This connection between objective and standard should occur on the syllabus itself.

Not applicable. The courses in the Birth through Kindergarten program are not preparatory for public school administrators.

iii. Also include all syllabi for content courses listed on the submitted curriculum matrix as described above in 5.c.

Please see attached syllabi.

iv. Courses must conform to ADHE criteria for the number of contact hours, lab hours, practicum hours, or clinical experience hours required for academic credit.

1. A formal lecture course with extensive assigned reading or other out-of-class preparation is awarded one semester credit for a minimum of 750 minutes or 12.5 hours of classroom instruction.
2. A laboratory class with moderate out-of-class preparation is awarded one semester credit for a minimum of 1500 minutes or 25 hours of laboratory instruction.
3. Clinical, practicum, internship, shop instruction, or other self-paced learning activities involving work-related experience with little or no out-of-class preparation is awarded on semester credit for a minimum of 2250 minutes or 37.5 hours of work-related instruction. All courses conform to ADHE criteria for the number of contact hours, lab hours, practicum hours, or clinical experience hours required for academic credit. The BRKD program is in compliance with ADHE criteria.

e. Describe competencies expected of program candidates regarding their knowledge and use of educational technology. (Competencies should reflect National Educational Technology Standards for Teachers (NETS-T) OR Administrators (NETS-A) published by the International Society for Technology in Education (ISTE).

Based on both the National Educational Technology Standards for Teachers (NETS-T) (<http://www.iste.org/standards/iste-standards/standards-for-teachers>) and the joint position statement issued by the National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College (http://issuu.com/naeyc/docs/ps_technology_issuu_may2012?e=2112065/2087657), the BRKD program integrated the following competencies with program candidates regarding their knowledge and use of educational technology (see table below).

Competencies Regarding the Knowledge and Use of Educational Technology

<i>NETS-T Competencies</i>	<i>Developmentally Appropriate Strategies for Infants and Toddlers</i>	<i>Course of Integration</i>	<i>Developmentally Appropriate Strategies for Preschool</i>	<i>Course of Integration</i>	<i>Developmentally Appropriate Strategies for Kindergarten</i>	<i>Course of Integration</i>
Facilitate and inspire student learning and creativity	Allow children to explore digital materials in the context of human interactions, with an adult as mediator and co-player. As with shared book reading, use shared technology time as an opportunity to talk with children, use new vocabulary, and model appropriate use.	HESC 2403/2401L HESC 4332/4332L HESC 4373 HESC 4383	Explore digital storytelling with children. Co-create digital books with photos of the children’s play or work; attach digital audio files with the child as the narrator. Arrange play experiences for children to construct and explore their ideas about how technology works. Share e-books with a small group of children.	HESC 4342/4342L HESC 4373 HESC 4383	All strategies for preschool and: Explore a wide range of quality interactive media experiences, on a variety of platforms. These include literacy software, games, and technologies that go beyond drill and practice and foster creativity.	HESC 4342/4342L HESC 4383
Design and develop digital age learning experiences and assessments	Make digital audio or video files to document children’s progress. Incorporate assistive technologies as appropriate for children with special needs and/or developmental delays.	HESC 2403/2401L HESC 4332/4332L HESC 4373 HESC 4383	Record children’s stories about their drawings or their play; make digital audio or video files to document their progress. Incorporate assistive technologies as appropriate for children with special needs and/or developmental delays. Search digital files for photos of places, people, animals, or objects and converse with children about what they are finding.	HESC 4342/4342L HESC 4373 HESC 4383	All strategies for preschool and: Use interactive digital games as a way to explore math, reading, social studies, and science concepts.	HESC 4342/4342L HESC 4383
Model digital age work and learning	Allow children to explore digital materials in the context of human interactions, with an adult as mediator and co-player.	HESC 2403/2401L HESC 4332/4332L HESC 4373 HESC 4383	Capture photos of block buildings or artwork that children have created; videotape dramatic play to replay for children. Celebrate children’s	HESC 4342/4342L HESC 4373 HESC 4383	All strategies for preschool and: Record children’s stories about their art projects, activities, and interactions; make digital audio or video	HESC 4342/4342L HESC 4383

	As with shared book reading, use shared technology time as an opportunity to talk with children, use new vocabulary, and model appropriate use.		accomplishments with digital media displayed on a digital projector or on a classroom website.		files to document their progress.	
Promote and model digital citizenship and responsibility	Use technology as an active and engaging tool when appropriate to provide infants and toddlers with access to images of their families and friends, animals and objects in the environment, and a wide range of diverse images of people and things they might not otherwise encounter (photos of children from other countries, for example).	HESC 2403/2401L HESC 4332/4332L HESC 4373 HESC 4383	Provide access to photographs and experiences children may not otherwise encounter (a visit to the crayon factory, for example, or images of people and places not represented in their environment).	HESC 4342/4342L HESC 4373 HESC 4383	All strategies for preschool.	HESC 4342/4342L HESC 4383
Engage in professional growth and leadership	Make digital audio and video files to document candidates' progress as part of portfolios.	HESC 2403/2401L HESC 4332/4332L HESC 4373 HESC 4383	Make digital audio and video files to document candidates' progress as part of portfolios.	HESC 4342/4342L HESC 4373 HESC 4383	Make digital audio and video files to document candidates' progress as part of portfolios.	HESC 4342/4342L HESC 4383

f. Describe the assessments required in the program. (Six to eight assessments are required.)

i. Provide samples of the assessments and their scoring rubrics.

Please see program assessments and scoring rubrics below.

ii. Indicate the relative places within the program where the assessments occur.

Assessments and scoring rubrics are provided as follows:

Assessment 1 Child Case Study (HESC 2403/2401L) – Second/sophomore year

Assessment 2 Child Guidance Consultation (HESC 2473/2471L) – Second/sophomore year

Assessment 3 Curriculum Model Analysis Paper (HESC 4332/4332L) – Third/junior year

Assessment 4 Professional Philosophy Statement (HESC 4342/4342L) – Fourth/senior year

Assessment 5 Action Research Project and Presentation (HESC 4342/4342L) – Fourth/senior year

Assessment 6 Behavior Change Project (SPED 4413) – Fourth/senior year

iii. Explain how data from the assessments will be collected and used for program improvement.

Data from program assessments will be collected via Blackboard submission, aggregated by cohort, and assessed for programmatic improvement. A programmatic goal of at least 80% of students achieving Meets or Exceeds Expectations will be used. In addition, a goal of at least 80% of students passing the Praxis content exams (5023 & 5024) will also be evaluated. Students' achievement of these evaluation thresholds will indicate that the program is effective in supporting students to achieve ADE (correlated with NAEYC and CEC) competencies for initial teacher licensure in Integrated Birth through Kindergarten/Special Education. The alignment of the assessments allows for correlations back to courses wherein the competencies are addressed. This correlation will be used for the enhancement of courses wherein students may not be meeting programmatic goals.

Assessment #1 Child Case Study

Infant and Toddler Development HESC 2403/2401L (sophomore year)

The Child Case Study assignment assesses the students' ability to use observation as a tool to inform a developmental portrait of a single infant or toddler. The student writes a summary portrait of the development witnessed in one assigned child based on repeated observations at the Jean Tyson Child Development Study Center spanning several weeks of the semester. Students are not permitted to use children outside of the JTCDSC for observation for this assignment. The Child Case Study is graded using a rubric as attached.

Students follow these steps.

1. The Child Study includes a cover sheet giving name, the course title, and the first name only of the focus child. The cover also includes the number and letter of the NAEYC standard(s) the student believes were achieved for professional development through this assignment, using the NAEYC Standards title and number as presented in class.

2. The students summarize the methods used in the investigation, referring to the child only by the first initial. This one-page introduction introduces the focus child, including date of birth and a physical description as well as the methods used to gather the data.

3. Students then use their observational data to describe the following domains of development: social, emotional, physical, and cognitive/intellectual. For each domain, students complete developmental tables that include evidence of the child’s development, summarized from observations over the semester with dates of each. They support these assessments using the objective examples observed during the lab portion of the class. Following each chart, students include a 1- page assessment of development for each of the developmental domains based on the *Arkansas Framework for Infants and Toddlers*, which they have used during the semester, aligning it with evidence gathered in observations.

4. The next section of the paper is “Strategies for Positive Outcomes.” Based on observations and Framework strategies, students write a 2-page summary of their interpretations of how the gathered data inform teaching strategies. Students use developmental scales to discuss whether the development is on target or delayed according to gathered data.

5. In the final section, students prepare a “Personal Reflection” of at least one full page, describing their assessments about what they have learned as emerging professionals through observation at JTCDS.

6. Students attach the grading rubric and copies of all lab observation sheets to the study to allow the instructor to answer questions that may occur in the grading process.

Grading Rubric for Child Case Study Assessment #1:

	100 points	80 points	60 points	40 points	0 points
Thoroughness	All required elements are included, such as introductory summary, detailed description of each development, etc.	Missing 1 required element as given in instructions.	Missing 2 required elements as given in instructions.	Missing 3 required elements as given in instructions.	Contains no required elements or is not turned in.
	50 points	40 points	30 points	20 points	0 points
Instructions about format and deadline are followed	All instructions have been followed concerning formatting and deadline—including length, typeface, size, stapled etc.	One aspect of instructions was not followed concerning formatting—including length, typeface, size, stapled etc. Or deadline not met by 1 day.	Two aspects of instructions were not followed concerning formatting—including length, typeface, size, etc. Or deadline not met by 2 days	Three aspects of instructions were not followed concerning formatting—including length, typeface, size, etc. Or deadline not met by 3 days.	More than three aspects of instructions were not followed concerning formatting—including length, typeface, size, etc. Or 4 or more days late.

	50 points	40 points	30 points	20 points	0 points
Observations are correctly and thoroughly completed	All observation lab sheets are thoroughly done and included with study. Lab attendance records correspond to	One observation is missing or is not thoroughly done OR one lab observation cannot be electronically verified.	Two or more observations are missing OR 2 lab sessions are not verified on attendance record.	Three of the observations are missing or lab attendance for three or more labs cannot be electronically verified.	Four lab sessions were not attended or four or more lab sheets are not included.
	50 points	35 points	25 points	20 points	0 points
Developmental Domains	Each developmental domain of child shows you have a firm grasp of each domain. You have correctly applied your observation notes to illustrate the domain.	Work shows evidence of mostly understanding all domains or you have used 1 or 2 anecdotes that do not illustrate the domain intended.	Work shows some evidence of a beginning understanding of domains or you have used 3 or 4 anecdotes that do not illustrate the domain intended.	Work fails to show evidence of a firm understanding of domains or you have incorrectly applied anecdotes in 5 to 6 cases.	Developmental domains are not included or don't show evidence of understanding of domains or you have not applied anecdotes to illustrate domains
	25 points	15 points	10 points	5 points	0 points
Linked observation to suggested plan for classroom instruction	You have used your observational findings and Arkansas Framework to suggest DAP strategies for the child.	You have suggested mostly DAP strategies to use with your child based on your observations but have included 1-2 inappropriate strategies.	You have used your observational findings to suggest some DAP strategies But have included 3-4 inappropriate strategies.	None of the strategies you suggest are DAP	No plan is included
	25 points	15 points	10 points	5 points	0 points
Reflection Page at end of case study	Follows all formatting and content instructions. Reflection reflects feeling.	Error in formatting or content in one to two cases.	Failure to consider important issues for reflection as outlined in Guide instructions	Reflection is not well done on any level—content, formatting, etc.	No reflection has been included.

Total Possible Points is 300. A = 270+ points, B = 240 – 274.9 points, C= 210 – 239.9 points, D= 180 – 209.9 points and F = less than 179.9 points.

Assessment #2 Child Guidance Consultation

Child Guidance HESC 2473/2471L (sophomore year)

The Child Guidance Consultation assignment assesses students' abilities to apply their growing knowledge of child development and both indirect and direct guidance strategies to toddlers and preschoolers. Students work in groups to respond to a current, guidance-related classroom challenge submitted by a JTCDSO teacher. Students are not permitted to use classrooms outside the JTCDSO for this assignment. The final product is a consultation report (10-15 pages) that is submitted for assessment using the attached rubric and presented back to the teachers in order to assist them in best practice techniques.

This assessment assesses and fosters the following NAEYC Standards for professional preparation:

Standard 1 assess understanding (1a) of young children’s characteristics and needs, (1b) and of multiple interacting influences on children’s development and learning, (1c) to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 3 assess understanding (3a) of the goals, benefits, and uses of assessment, (3b) of the uses of assessment strategies such as observation, (3c) of their understanding and practicing responsible assessment to promote positive outcomes for each child, and (3d) knowing about assessment partnerships with families and other professionals.

Standard 4 assess understanding (4a) of positive relationships and supportive interactions as the foundation of their work with young children, (4b) of effective strategies and tools for early education, including appropriate use of technology, (4c) of a broad repertoire of developmentally appropriate teaching/learning approaches, and (4d) of reflecting on own practice to promote positive outcomes for each child.

Standard 6 assess understanding of (6a) identifying and involving oneself with the early childhood field, (6c) engaging in continuous, collaborative learning to inform practice, and (6d) integrating knowledgeable, reflective, and critical perspectives on early education

Students follow these steps:

1. The Child Guidance Consultation begins with a cover sheet giving the names of the students in the group, the course title, and the name of the teacher submitting the classroom challenge for consultation. The cover sheet includes the number and letter of the NAEYC standard(s) the students believe were achieved for professional development through this assignment, using the NAEYC Standards title and number as presented in class and included above.
2. In the first section of the report (2 pages), students present the classroom challenge, which may involve an individual, a dyad, a group, or the classroom. This introduction includes all relevant classroom challenge information, including brief descriptions of the physical classroom, the teachers and children involved, and the broader classroom context. Students draw on the teachers’ submissions as well as on observations of the classroom environment. Throughout the assignment, from the submission of the challenge by the teacher to the final report, children are referred to by their first initial. Every page is typed double spaced in Word using 12 pt. Times New Roman, with 1-inch margins.
3. Students work together to identify components of the classroom challenge (2-5 pages). They identify whether the problem is owned by the child or the adult. They reflect on the influence of indirect environmental cues. They reflect on circumstances that may have led to the classroom challenge. Using their knowledge of child development, students identify developmental components to the issue (e.g., aspects of children’s social, emotional, physical, and cognitive/intellectual development). Drawing on their understanding of teacher-child interactions, they address behavioral components of the issue, including issues related to attachment, communication, and temperament.

4. Students briefly consider (1 page) the common developmentally inappropriate and/or ineffective responses to the classroom challenge, which are characterized as common reactions to avoid.

5. Students contrast these with evidence-based developmentally appropriate strategies for positive outcomes (2-5 pages), providing as many actionable pieces of advice to participant teachers as possible. These teaching strategies are organized to correspond directly to the components identified in part 3. They include both indirect and direct guidance, and are linked with child development milestones.

5. In the final section (1 pg.), students present a brief conclusion in which they reflect, as emerging professionals, on the importance of reflective practice and teacher collaboration when facing classroom challenges.

6. The students submit the report along with the grading rubric.

7. The final phase of this assignment involves a brief reflective practice presentation attended by participant teachers at the JTCDS. These presentations take place over the course of the week, with two student groups presenting in each class meeting. Students act as both expert consultants and collaborative, professional peers. Teachers act as both collaborative mentors and peers, presenting responses to and asking questions of students' suggestions for resolving the classroom challenge. Teachers also engage in, model, and benefit from reflective practice.

Child Guidance Consultation Grading Rubric

	60 points	50 points	40 points	30 points	0 points
Thoroughness	All required elements are in place, including challenge components, developmentally appropriate strategies, etc.	Missing 1 required element as given in instructions.	Missing 2 required elements as given in instructions.	Missing 3 required elements as given in instructions.	Contains no required elements or is not turned in.
	30 points	25 points	20 points	15 points	0 points
Instructions about format and deadline	All instructions have been followed concerning formatting and deadline—including length, content sections, typeface, size, stapled etc.	One aspect of instructions was not followed concerning formatting—including length, content sections, typeface, size, stapled etc. Or deadline not met by 1 day.	Two aspects of instructions were not followed concerning formatting—including length, content sections, typeface, size, etc. Or deadline not met by 2 days	Three aspects of instructions were not followed concerning formatting—including length, content sections, typeface, size, etc. Or deadline not met by 3 days.	More than three aspects of instructions were not followed concerning formatting—including length, content sections, typeface, size, etc. Or 4 or more days late.

	30 points	25 points	20 points	15 points	0 points
Components of Classroom Challenge	Components of the classroom challenge have been thoroughly and thoughtfully identified. Length is minimum of 3 pages. All component types are included, as identified in the guidelines.	Components of the classroom challenge have been somewhat thoroughly and thoughtfully identified. Length is minimum of 3 pages. Most component types are included as identified in the guidelines.	Components of the classroom challenge have been identified, but not thoroughly or thoughtfully. Length is not minimum of 3 pages. Only a few component types are included.	Components of the classroom challenge have been very insufficiently identified. Length is not minimum of 3 pages. Component types are not included, as identified in the guidelines.	Components of classroom challenge section is not included
	30 points	25 points	20 points	15 points	0 points
Developmentally appropriate strategies	Many evidence-based developmentally appropriate strategies for positive outcomes are included (min. 2 pages). Strategies are actionable for the teacher. Strategies are organized to correspond to the challenge components identified. They include both indirect and direct guidance, and are linked with child development milestones.	Evidence-based developmentally appropriate strategies for positive outcomes are included (min. 2 pages). Some strategies are actionable. Strategies are mostly organized to correspond to the challenge components. Both indirect and direct guidance are included, and are somewhat linked with developmental milestones.	Few dev. appropriate strategies included (ex: less than 2 pages) OR few strategies are actionable. Few are directly linked to challenge components OR either indirect or direct guidance are missing. Lack of discussion of developmental milestones. Work shows little evidence of understanding of developmentally appropriate direct and indirect guidance	Work fails to show evidence of a firm understanding of developmentally appropriate indirect and direct guidance and fails to follow guidelines provided.	Developmentally appropriate guidance strategies are not included.

Assessment #3 Curriculum Model Analysis Paper

Curriculum and Assessment: Birth through Age Three HESC 4332/4332L (junior year)

In all early childhood programs there are some qualities that are characteristic of high-quality programs. Students choose from among the listed curriculum approaches below that demonstrate high-quality and developmentally appropriate practice for infants and toddlers. In 5 to 8 pages (not including title and reference pages), they describe and critique the selected curriculum approach.

Curriculum Approaches

- Pikler/Gerber Approach for Infants and Toddlers
- Creative Curriculum Approach for Infants and Toddlers
- Reggio Emilia Approach for Infants and Toddlers
- Emergent Curriculum Approach for Infants and Toddlers
- Program for Infant and Toddler Care (PITC)
- High/Scope Approach for Infants and Toddlers

Students address the following in the description and critique of the chosen curriculum approach:

- The history of the development of the curriculum approach
- Goals of the curriculum approach
- Comprehensiveness of the curriculum approach
 - Who the curriculum is intended to serve (e.g., all children 0-3, typically developing children only, children with special needs only, etc.)
 - Where the curriculum can be implemented (center-based programs, home-based programs, facility or materials requirements, etc.)
- Research findings on the curriculum approach
 - At least three (3) research sources are required, one of which must be the Wittmer & Petersen (2014) text OR a source written by the authors of the curriculum approach. All referenced material must be peer reviewed and written for professional audiences.
 - Students are directed to use the Mullins Library's search engines (such as Psycinfo or ERIC) to find research sources.
- Training required to implement the curriculum approach
- Their evaluation and critique of the curriculum approach. Students must base their critique in the concepts and theories of development (how does what we know about development support the curriculum approach's goals?) and in the principles of developmentally appropriate practice (DAP) (how is DAP reflected in the curriculum approach?).
- Use of APA style. Students are directed to www.apastyle.com for the basics of writing in APA style (6th Edition) or the reference book for APA style, *APA Style Manual, 6th Edition*. The format requires a title page, header, running head, title, page numbers, citations, and references. The paper must be double-spaced and written in Times New Roman 12-point font. If subheads are used, the student must apply APA levels of subheadings.

Rubric for Curriculum Model Analysis Paper (75 points)

Criteria	Meets or Exceeds All Requirements	Meets Requirements	Some Progress Toward Requirements	Does Not Meet Requirements
	5 points	3 points	1 point	0 points
Meets criteria for submission	Submitted on time	1 day late	2 days late	3 or more days late
	25 points	20 points	10 points	0 points
The curriculum model analysis paper describes the required elements (history, goals, comprehensiveness, and training)	Required elements are thoroughly and completely explained, such that one unfamiliar with the model could understand and make a judgment about it.	2 - 3 required elements may be missing, or description of 2 -3 elements may be unclear.	4 -5 required elements are missing or are unclear.	Most required elements are missing and all are unclear.
	20 points	15 points	10 points	0 points
The curriculum model analysis paper is anchored in knowledgeable references to and reflections on curriculum approach primary sources and professional literature.	Refers to authors of the curriculum approach and their viewpoints from scholarly readings; use of concepts, theories, and practices acknowledges their sources, so she/he does not appear to be taking credit for their origin or development.	Referral to authors of the curriculum approach and their viewpoints from scholarly readings less clear; may be missing some concepts, theories, and practices that acknowledge their sources.	Limited referral to authors of the curriculum approach and their viewpoints from scholarly readings; may be missing many concepts, theories, and practices that acknowledge their sources.	No referral to authors of the curriculum approach and their viewpoints from scholarly readings; no use of concepts, theories, and practices that acknowledge their sources, so she/he appears to be taking credit for their origin or development.
	20 points	15 points	10 points	0 points
The critical analysis of the curriculum model is constructed so that the elements form a coherent whole, anchored with specific references to philosophies, theories, and concepts.	Much more than a set of “I believe...” or “I think...” statements; manifests reflections in depth; presents a central theme (or themes that work together) with specific connections; provides rationale for theme; gives evidence to support ideas; references to theories, authors, sources, etc., manifests the writer’s thoughtful	Some use of a set of “I believe...” or “I think...” statements; manifests reflections, but not in depth; presents a central theme (or themes that work together), but may be lacking specific connections; provides some rationale for theme; some evidence to support ideas; some references to theories, authors, sources, etc., that manifest the	Heavy use of a set of “I believe...” or “I think...” statements; may not manifest reflections; no central theme (or themes that work together), and lacking specific connections; provides little to no rationale for theme; may not give evidence to support ideas; may not have references to theories, authors, sources, etc., that manifest the writer’s thoughtful consideration	Exclusive use of a set of “I believe...” or “I think...” statements; may not manifest reflections; no central theme (or themes that work together), and lacking specific connections; provides no rationale for theme; no evidence to support ideas; no references to theories, authors, sources, etc., that manifest the writer’s

	consideration & selection; provides concrete illustrations that support the concepts that undergird their pedagogy; logical flow of ideas.	writer's thoughtful consideration & selection; may not provide concrete illustrations that support the concepts that undergird their pedagogy; may have unclear flow of ideas.	& selection; may not provide concrete illustrations that support the concepts that undergird their pedagogy; may have unclear flow of ideas.	thoughtful consideration & selection; no concrete illustrations that support the concepts that undergird their pedagogy; unclear flow of ideas.
	5 points	3 points	1 point	0 points
The curriculum model analysis paper correctly uses APA format, grammar, spelling, sentence structure.	No errors in APA structure and elements.	1-2 errors in APA structure and elements.	3-4 errors in APA structure and elements.	More than 4 errors in APA structure and elements.

Assessment #4 Professional Philosophy Statement

Curriculum & Assessment: Three Years to Kindergarten HESC 4342/4342L (junior year)

Students write a professional philosophy statement that summarizes their beliefs about how children develop and learn as well as how they view their role in working with or for children and families. It includes the students’ professional values, ethics, and goals for children and themselves as well as their perspective on all of the following: assessment, inclusion, curriculum, and techniques for working with children.

In 3-5 pages, students describe the basis for this early childhood professional philosophy which is tailored or related to the students’ intended careers (i.e., early childhood teaching, K-12 teaching, child life, special needs, family support, advocacy/leadership, administration, etc.), but focuses on the body of knowledge regarding early childhood (ages three through kindergarten, the age focus of the course). Students include their **professional** beliefs and their foundations: theories, research, curriculum approaches, interventions, professional experiences, etc. In other words, they provide a rationale or basis for their stated beliefs. While the philosophy statement is a summary, it must define, describe, and cite the concepts the student identifies from theories, research, curriculum approaches, and interventions. The work is typed in double-spaced, Times New Roman 12-point font.

Students are required to be specific and technical in citations of textbooks, research, and theories (i.e., use APA style and include a references page.). However, they are to write the statement in their own words, personal and unique to them. A prospective employer or graduate program should be able to read the statement and understand who the candidate is as a professional and what their professional goals are as related to children and families.

Professional Philosophy Statement Rubric

Criteria	15	8	0
<p>Goals for Teacher and Children What knowledge, skills, and attitudes are important for children? What impact will you have on children?</p>	Goals are clearly articulated and specific and go beyond the knowledge level, including skills, attitudes, career goals, etc. Goals reflect DAP.	Goals are articulated although they may be too broad or not specific to the discipline. Goals focus on basic knowledge, ignoring skills acquisition and affective change.	Articulation of goals is unfocused, incomplete, or missing.
<p>Enactment of goals (techniques): What teacher/child interaction techniques do you use? How do these methods contribute to your goals for children? Why are these methods appropriate for use in your discipline?</p>	Enactment of goals is specific and thoughtful. Includes details and rationale about techniques. The methods are clearly connected to specific goals and are appropriate for those goals. Specific examples of the method in use within the disciplinary context are given.	Description of techniques not clearly connected to goals or if connected, not well developed (seems like a list of what is done with children). Methods are described but generically, no example of the instructor’s use of the methods within the discipline is communicated	Enactment of goals is not articulated. If there is an attempt at articulating techniques, it is basic and unreflective.

<p>Assessment of goals (measuring child progress): How do you know your goals for children are being met? What sorts of assessment tools do you use (e.g., assessments, observation, portfolios, etc.), and why? How do assessments contribute to child progress?</p>	<p>Specific examples of assessment tools are clearly described. Assessment tools are aligned with goals and techniques. Assessments reinforce the priorities and context of the discipline both in content and type.</p>	<p>Assessments are described, but not in connection to goals and techniques. Description is too general, with no reference to the motivation behind the assessments. There is no clear connection between the assessments and the priorities of the discipline.</p>	<p>Assessment of goals is not articulated or mentioned only in passing.</p>
<p>Creating an inclusive learning environment, addressing one or more of the following questions: •How do your own and children’s identities (e.g., race, gender, class), background, experience, and levels of privilege affect the classroom? •How do you account for diverse learning styles? •How do you integrate diverse perspectives into your teaching?</p>	<p>Portrays a coherent philosophy of inclusive education that is integrated throughout the philosophy. Makes space for diverse ways of knowing, and/or learning styles. Demonstrates awareness of issues of equity within the discipline.</p>	<p>Inclusive teaching is addressed but in a cursory manner or in a way that isolates it from the rest of the philosophy. Author briefly connects identity issues to aspects of his/her teaching.</p>	<p>Issues of inclusion are not addressed or addressed in an awkward manner. There is no connection to teaching practices.</p>
<p>Structure, rhetoric and language: How is the reader engaged? Is the language used appropriate to the discipline? How is the statement thematically structure?</p>	<p>The statement has a guiding structure and/or theme that engages the reader and organizes goals, methods, and assessments articulated in the statement. Jargon is avoided and teaching terms (e.g., constructivism are given specific definitions that apply to the disciplinary context. Specific, rich examples are used to bolster statements of goals, methods, and assessments. Grammar and spelling are correct.</p>	<p>The statement has a structure and/or theme that is not connected to the ideas actually discussed in the statement, or organizing structure is weak and does not resonate within the disciplinary context. Examples are used but seem generic. May contain some jargon.</p>	<p>No overall structure present. Statement is a collection of Disconnected statements about teaching. Jargon is used liberally and not supported by specific definitions or examples. Needs much revision.</p>

Assessment #5 Research Project & Presentation

Curriculum and Assessment: Three Years to Kindergarten HESC 4342/4342L (junior year)

Each student develops a design for an action research study to answer a classroom-based question (not a question regarding a specific child). The following are addressed in a presentation to the class:

- Topic
- Research Questions – limited to 1-2
- Intervention
- Participants
- Data Collection
- Recommendations based on data collected

Students are directed to use the beginning words or phrases such as “How can I...” “What is the best way...” or “Why” and to use a technique such as brainstorming to choose a topic: “What classroom problem or issue do you need to improve or resolve?” They then narrow the topic to be narrow enough to answer. The question or questions should contain language that indicates what action or change students seek to implement through this study to improve teaching or learning. For example, “What is the impact of X on Y?” is more action-oriented and specific than “How can I improve Y?” They include a discussion of at least two empirical articles in addition to the Kostelnik et al. (2014) text to support the research inquiry.

The intervention will describe what the group of researchers will implement in the classroom to study. For example, if they are implementing a new teaching strategy, they are directed to explain what it is and why they want to implement and evaluate it.

The participants section describes the participants of the group and the context of the study.

The description of data collection describes multiple data sources, collection methods, the timeframe of the study, and duration of data collection.

The recommendations section interprets the data with suggestions for practice. How effective was the intervention? How can this information be used in the classroom?

The students’ presentations consist of media clips of data collected for the research project, in addition to the measurement tool developed to collect data. Video clips must be a minimum of 2 minutes long each. Presentations should be 20 minutes long, in PowerPoint or Prezi, and all group members must participate in the presentation. Each group must prepare a 1-page front-and-back summary handout to distribute to the class. It is recommended that they bring other demonstration materials. During the presentation, they must include a demonstration of the intervention as discussed in the presentation.

Students must meet these requirements for developing research questions/hypotheses:

- Clearly identify each concept (e.g., gender), the operationalization of each concept into a variable for the research (i.e., the working definition for the study, based on both past research and data available), and the levels of the variable for the purposes of data analysis. Concepts for the study include both independent and dependent variables.
- Describe how the researchers anticipate each variable of interest will relate to other variables.
- Be sure that the research questions/hypotheses developed are part of the data collected for the research project and may be answered by the data.

Requirements for developing the presentation:

- Include in the literature review only those studies that are directly related to the research question/hypothesis.
- Describe the research question/hypothesis in terms of how its investigation will add to our understanding of some phenomena, how it builds upon past research, and how it is unique and necessary (for instance, to working successfully with children).
- Determine a data collection method that is easy for all members of the group to use
- The presentation format is parsimonious (brief, succinct, direct, including only the most relevant information). At least two-thirds of your presentation should be spent describing your research question, intervention, data collection, and recommendations.
- Discuss the data collected in summary terms (e.g., mean/average, high/low scores, total number of participants or observations)

Research Project Presentation Rubric

Attributes	Above Standard	At Standard	Attribute Still a Goal	Attribute Points Earned
	(10-8)	(7-5)	(4-0)	
Participation	All group members participated equally in research project development, implementation, preparation, and presentation.	Most group members participated in all levels of research project.	Group members contributed unequally or inconsistently, such that the quality of the project and presentation was diminished.	/10
	(10-8)	(7-5)	(4-0)	
Topic Discussion	Informed when speaking (with minimal reference to notes) about the material.	Informed when speaking about the material while referencing notes.	Unable to accurately discuss information related to topic or simply read information from paper.	/10

	(10-8)	(7-5)	(4-0)	
Resource Utilization: Literature Review	Utilized all required resources (2 + text) described in assignment instructions; resources were appropriate for topic; literature review was integrated effectively into presentation.	Utilized some resources described in assignment instructions; resources may be less closely aligned with topic; literature review somewhat integrated into presentation.	Utilized few or no resources described in assignment instructions; resources not aligned well with topic; literature review poorly integrated into presentation.	/10
	(15-12)	(11-7)	(6-0)	
Research Question	Clearly identified, operationalized, and defined levels of concepts/variables; stated relationship among concepts; connected to literature and knowledge base.	Concepts/variables identified, but may not be well defined or operationalized; relationship among variables not clearly expressed.	Concepts/variables not identified, not well defined or operationalized; relationship among variables not expressed.	/15
	(10-9)	(9-7)	(7-0)	
Method	Data collection method identified and presented; method well-suited to identified concepts/variables and research question.	Data collection method presented, not explained well; method is acceptable, but others may be better suited to identified concepts/variables and research question.	Data collection method not identified or presented; method poorly suited to identified concepts/variables and research question.	/10
	(10-9)	(9-7)	(7-0)	
Intervention/Project Implementation	Research project is implemented effectively; appropriate amount of data is collected; any experimental change required by the research question is effectively made and documented.	Research project is implemented; appropriate amount of data may not be collected or experimental change required by the research question may not be effectively made and documented.	Research project is not implemented effectively; appropriate amount of data is not collected; any experimental change required by the research question is not effectively made and documented.	/10
	(10-9)	(9-7)	(7-0)	
Data Collection/Results	Results of data collection are summarized and clearly explained in relation to research question; tables may be utilized effectively.	Results of data collection given, but not summarized; some linkages among data and research question identified.	Results of data collection are shown but not summarized or explained; few or no linkages identified among data and research question.	/10

	(10-9)	(9-7)	(7-0)	
Visuals & Supplementary Materials	Presentation included substantial photos, video clips, and/or other visuals or demonstration materials; content of media was appropriate and enhanced presentation.	Presentation included some photos, video clips, and/or other visuals or demonstration materials; content of media may be tangential.	Presentation did not include some photos, video clips, and/or other visuals or demonstration materials; or materials used did not enhance presentation.	/10
	(15-13.5)	(13.5-10.5)	(10.5-0)	
Recommendations/ Discussion	Presentation is concluded with summarization and evaluation of data in the context of prior research and usefulness for practice.	Presentation is concluded with summarization and evaluation of data, but may not be made in context of prior research and usefulness for practice.	Presentation lacks summarization or evaluation, and does not related data to usefulness for practice.	/15
Total Presentation Points Earned			/100	

Comments:

Assessment #6 Behavior Change Project

ABA and Classroom Management for Teachers SPED 4413 (senior year)

The **purpose of the assignment** is to provide the opportunity to apply the information concerning principles of applied behavior analysis in the classroom context. The paper produced from the Behavioral Change Project is part of the **field experiences** for the course. It is expected that the project might take an entire semester to accomplish the targeted behavioral change. This field experience should be conducted with a young child. Given the introductory level of the course, DO NOT choose a child with severe disabilities or severe behaviors. **Keep student names confidential.** Any variation from this should be cleared with the instructor. The assignment consists of:

- Identify the behavior to be changed.
- Use data collection instrument(s) for assessment of the behavior. Collect the data determining both functional assessment of the behavior and the frequency, duration and /or intensity (or other measurements) of the behavior.
- Utilize the initial data for a baseline of behavior and in developing a behavioral change program. Use ABA methods and principles to intervene with the behavior targeted for change.

- Collect and graph data during the intervention phase
- Using the data, determine the program effectiveness and re-design as needed if time allows or speculate what should be done next in the plan. Discuss the process you used.
- Reflect on the experience in regards to your personal learning including your thoughts and actions as an ethical and responsible user of applied behavior analysis procedures.

This assignment consists of the following components:

A. Development of a written **Behavior Support Plan** as outlined for the course (from BSP Desk Reference).

B. The Behavior Support Plan must include **Interventions that Reflect ABA Methods and Practices** used to change behavior.

C. **Collection of Data** and the use of a **Graph** of the data collected. Show the baseline and the impact of the intervention. Select a specific experimental design to review data.

D. **Narrative Description** of (a) the process used, (b) an analysis of the data to evaluate the results of the intervention(s) applied, and (c) speculation on future needs and plans

E. **Reflection** on your experience in regards to your (a) personal learning, and (b) collaboration with other professionals and/or parents. Also, (c) include your thoughts and actions as an **ethical and responsible user of applied behavior analysis procedures** (refer to Chapter 12 for what to address in ethics).

F. **Edit** with particular attention given to spelling, grammar, language use that is sexist, cultural biased, reinforcing of stereotypes, or offensive to persons with disabilities (used people-first language), *APA Format* (6th edition) when citing references.

Behavior Change Project Rubric

Classroom Quality Indicator Rubric			
Components	Outstanding	Acceptable	Unacceptable
Documentation Information 5 points Earned =	2 hour observation was conducted and the completed Documentation Form was submitted for school-based observation. 5 points	2 hour observation was conducted and the nearly complete Documentation Form was submitted for school-based observation. 3-4 points	Observation was less than 2 hours and/or the completed Documentation Form was not submitted for school-based observation. 0-2 points
Evaluation of visual support implementation 10 points Earned =	Quality Indicators for Instructional Environments Evaluation is completed with all areas assessed and detailed specific notes. 9-10 points	Quality Indicators for Instructional Environments Evaluation is completed with most areas assessed and some specific notes. 7-8 points	Quality Indicators for Instructional Environments Evaluation is incomplete with more than one area not assessed and limited notes. 0-6 points
Reflection Strengths 5 points Earned =	Specific strengths identified are indicated in evaluation; and reflection assesses implementation of visual supports based on quality indicators for best practice. 5 points	Strengths are partially indicated in evaluation; and reflection assessing implementation of visual supports is based on some quality indicators for best practice. 3-4 points	Strengths are not indicated in evaluation; and reflection does not assess implementation of visual supports based on quality indicators for best practice. 0-2 points
Reflection Areas to Address 5 points Earned =	Specific weaknesses identified are indicated in evaluation; and reflection assesses implementation of visual supports based on quality indicators for best practice. 5 points	Weaknesses are partially indicated in evaluation; and reflection assessing implementation of visual supports is somewhat based on quality indicators for best practice. 3-4 points	Weaknesses are not indicated in evaluation; and reflection does not assess implementation of visual supports based on quality indicators for best practice. 0-2 points
Reflection Recommendations to Improve/ Enhance 5 points Earned =	Specific recommendations made are based on evaluation, address identified needs, and reflect quality indicators for best practice. 5 points	Specific recommendations made are somewhat based on evaluation, partially address identified needs, and reflect some quality indicators for best practice. 3-4 points	Specific recommendations made are not based on evaluation, do not address identified needs, and do not reflect quality indicators for best practice. 0-2 points
Visual Support 20 points	All components are included and follow required Prepared Format. Description is specific and detailed. Support addresses	Most components are adequately addressed in the required Prepared Format. Description provides some specific	Components are not adequately addressed. Description is unclear. Support does not address specific program/student need

<p>Earned =</p>	<p>specific program/student need identified in Quality Indicators assessment. Visual support demonstrates creativity and specificity for target setting. Digital photo shows that a quality support was fully created for ongoing classroom use.</p> <p>18-20 points</p>	<p>information. Support somewhat addresses specific program/student need identified in Quality Indicators assessment. Digital photo shows that a quality support was partially created for classroom use.</p> <p>14-17 points</p>	<p>identified in Quality Indicators assessment. Digital photo is not provided.</p> <p>0-13 points</p>
<p>Total Points Earned out of 50 points</p>			
<p>Total = 50/50</p> <p>Comments:</p>			

- g. Describe the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program including:*
- i. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences (A minimum of 12 weeks or 420 clock hours is required for supervised clinical practice; 6 months or approximately 216 clock hours for an administrator internship.); and
 - ii. The settings in which the experiences will be accomplished (Candidates must have opportunities to interact with diverse student populations and across the entire grade of the license being sought.)

The following table shows, for each course, the settings and ADHE-required number of contact hours, lab hours, practicum hours, or clinical experience hours required for academic credit. Definitions of each level of experience are given below, and the experiences are sequenced across the degree program to build mastery with increasing levels of responsibility for students in classrooms with children.

Observation: Students observe children and classrooms without directly interacting.

Practicum A: A beginning interaction experience, wherein students interact with children in classrooms or one-on-one, but are guided and coached throughout by supervising teachers.

Practicum B: A supervised service learning experience in a range of settings, including classrooms, with children in the community.

Student Teaching: A more advanced interaction experience, wherein students are coached in interactions with children, but have more responsibility and demonstrate leadership in the classroom and in learning opportunities with children.

Internship: Culminating experience wherein students hold primary responsibility in classroom settings for leading children's experiences.

In their sequenced and increasingly responsible field experiences, students will begin with significant hours in the model laboratory school at the University of Arkansas, the Jean Tyson Child Development Study Center. The JTCDS is NAEYC-accredited and is staffed with mentor teachers in each classroom who work closely with BRKD faculty to coach students to develop a solid foundation in best practices for working with children birth through kindergarten, with and without special needs. Students will then progress to field experiences in the community, at sites representing diverse populations, such as Early Head Start, Head Start, public school Arkansas Better Chance (ABC) preschools, public school kindergartens, and early intervention sites like UAMS Kids First. These sites represent diversity in socioeconomic status, race, ethnicity, language, culture, special needs, family structure, and program funding type.

Field Experience Summary

<i>Course</i>	<i>Setting</i>	<i>Observation</i>	<i>Practicum A</i>	<i>Practicum B</i>	<i>Student Teaching</i>	<i>Internship</i>
		Students observe only	Students interact with children, but are guided and supervised	Students participate in service learning activities	Students have more responsibility in classrooms	Students have primary responsibility for child learning
HESC 1423 Foundation and Observation	JTCDSC	8 clock hours				
HESC 2403/2401L Infant & Toddler Development	JTCDSC	15 clock hours	15 clock hours			
HESC 2473/2471L Child Guidance	JTCDSC	10 clock hours	20 clock hours	6 clock hours		
HESC 4332/4332L Curriculum & Assessment: Birth to Age Three	JTCDSC	15 clock hours			45 clock hours	
HESC 4342/4342L Curriculum & Assessment: Three Years to Kindergarten	JTCDSC	15 clock hours			45 clock hours	
HESC 4453 Parenting and Family Dynamics	JTCDSC	3 clock hours		6 clock hours		
HESC 4463 Administration and Leadership in the Helping Professions						
HESC 4373 Field Experience in BRKD 1	Cooperating sites and/or JTCDSC					210 clock hours
HESC 4383 Field Experience in BRKD 2	Cooperating sites					210 clock hours
CIED 3103 Child & Adolescent Literature						
CIED 3113 Emergent & Developmental Literacy						
CIED 3023 Survey of Exceptionalities	Community agency or inclusive classroom	10 clock hours				

SPED 4413 ABA and Classroom Management					20 clock hours	
SPED 4493 Introduction to Autism Spectrum Disorders					20 clock hours	
CIED 499V Special Topics in Curriculum & Instruction Education (Special Education)						
TOTAL		76 clock hours	35 clock hours	12 clock hours	130 clock hours	420 clock hours

6. Admission Requirements

a. Indicate requirements for admitting students into the program.

- i. An individual shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.7 (4.0 scale).
- ii. Passing scores on ETS Praxis Core or other state-approved assessments.
- iii. Institutional criteria (e.g., letters of recommendation, demonstration of English proficiency, prerequisite coursework, etc.).

b. Provide a summary of the admission procedures (e.g., submit application, submit curriculum plan, interview with teacher education committee, etc.).

The major in Human Development & Family Sciences with a concentration in Birth through Kindergarten consists of sequenced courses that build mastery throughout the 4-year degree plan. Students will be eligible to apply for candidacy for the Arkansas Birth through Kindergarten Integrated Licensure Program during the spring semester of their sophomore year. They must meet the following criteria, which are approved by the University of Arkansas:

- Submit an online application to teacher education (See the Teacher Education Application Fee) through the university-wide Teacher Education Office, GRAD 339 by Jan. 15 prior to the fall semester of the junior year.
- Submit an official transcript showing a cumulative grade point average of at least 3.0, with grades of C or better in all BRKD concentration courses.
- Successfully complete the Praxis Core exams (5712 Reading, 5722 Writing, 5732 Mathematics) or ACT by meeting or exceeding the Arkansas Department of Education cut-off scores. These exams should be taken after the student has completed 30 credit hours and upon completion of ENGL 1013, ENGL 1023, and MATH 1203. It is recommended that students complete the Praxis Core exams (5712 Reading, 5722 Writing, 5732 Mathematics) in their sophomore year.
- Submit an initial electronic course portfolio which highlights learning in each major course based on the NAEYC Professional Preparation Standards (<http://www.naeyc.org/caep/standards>).
- Obtain departmental clearance from your advisor for GPA, coursework, and portfolio requirements.
- Obtain clearance through an Arkansas Department of Education background check.

- Submit an application to the Office of Field Placement and Licensure website (<http://teacher-education.uark.edu/field-placement/index.php>). For more information, please contact the Director for the Office of Field Placement and Licensure, Graduate Education Building, Room 339, College of Education and Health Professions.

7. Retention procedures

a. Describe any mid-program benchmarks or transition points for evaluating candidates in the program. (At least one mid-point benchmark is required.)

Licensure program candidates will be eligible to retain their candidacy by meeting the following retention requirements, to be evaluated at the completion of 90 hours:

- Maintain a 3.0 or above cumulative grade point average.
- Obtain a passing score on the Praxis Content exams for Integrated Birth through Kindergarten/Special Education (5023 Interdisciplinary Early Childhood Education and 5024 Education of Young Children).
- Successfully pass performance evaluations in all fieldwork experiences.

b. Describe any intervention strategies (e.g., advising, mentoring, tutoring, etc.) to be employed to assist candidates who struggle to succeed in the program. (The program is expected to have more than one strategy for assisting candidates.)

The following intervention strategies will be employed to assist candidates who struggle to succeed in the program:

- Yearly portfolio review for all students who have yet to pass their first praxis exams, to prevent the need for intervention. Students submit transcripts, samples of their work, course plans, and requests for guidance. Faculty provide guidance on alignment of career goals with degree, GPA, course load, future course plan, and student work.
- Ongoing performance-based mentoring by faculty, including coaching in teacher-child interactions, advice about course planning (e.g., total credit hours, course combinations), dropping courses, non-traditional degree completion (e.g., summer registration, online courses), and leave to facilitate successful degree progress.
- Referral of student to sources of help aligned with his/her needs, including: tutoring; campus courses in time-management, study skills, or writing; counseling for personal issues; Center for Educational Access for learning exceptionalities; Office of Financial Aid for financial assistance; and Career Development Center for questions about life/career goals.
- As appropriate, the use of “intensive advising”, including adviser-initiated contact, email check-ups, and reminders of degree deadlines.
- If students fail to meet the requirement for the licensure, they are still eligible to be majors in HDFS, albeit in a different concentration, such as Child Development or Lifespan.

8. Exit requirements

List program exit requirements (e.g., final assessments, research papers, performances, interviews, etc.)

Candidates who have maintained eligibility status in the BRKD program approved by ADE will be eligible to apply for the Arkansas Integrated Birth through Kindergarten/Special Education Teaching License. In addition, the BRKD program will use a Framework for exit process (attached)

to evaluate candidates. Those candidates who are eligible to apply will be cleared for application once they have:

- Successfully completed an exit interview with a panel of at least two faculty from the Birth through Kindergarten teaching faculty at the University of Arkansas Fayetteville.
- Successfully submitted a final comprehensive portfolio, comprised of the initial portfolio along with additions from HESC 4373 and HESC 4383, recommendations from supervising teachers, and coursework requirements.

**Arkansas Birth through Kindergarten Integrated Teaching License
Framework for Exit Process
Performance Criteria with Attributes and Examples¹**

Domain 1:	Description, Elements, and Indicators
Development of Young Children, Developmentally Appropriate Approaches to Learning, and Individual Differences	<p>In order to guide student development, teachers must have a thorough command of typical and atypical development of children from the prenatal period through kindergarten. Teachers of young children in this age range must use developmentally appropriate approaches to caregiving and educating and appreciate that all experiences have potential to impact the wellbeing of a young child. This requires that teachers be able to assess the needs of children through appropriate observation and reflection to discover a child’s individual needs and how to plan for them.</p> <p>The elements of Domain 1 are:</p> <ol style="list-style-type: none"> 1.1 Young children’s characteristics and needs from birth through kindergarten 1.2 Multiple influences on early development and learning 1.3 Create healthy, respectful, supportive, and challenging learning environments 1.4 Positive relationships and supportive interactions 1.5 Effective strategies and tools 1.6 Repertoire of DAP teaching /learning approaches 1.7 Reflecting to promote positive outcomes for all children 1.8 Influence of language, culture, and family background on learning 1.9 Respond to the needs of every child based on developmentally appropriate practice <p>Indicators include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum that reflects the needs and interests of the children <input type="checkbox"/> Lesson plans that are based on the individual needs of children <input type="checkbox"/> Socialization experiences that are appropriate to the ages and stages of children <input type="checkbox"/> Appreciation for and ability to provide modeling strategies to support the socialization process <input type="checkbox"/> Use of systematic reflection to inform the curriculum process <input type="checkbox"/> Ability to relate in a supportive way to the various cultures reflected in the classroom

¹ Adapted from the UA College of Education and Health Professions and Danielson (2011) *The Framework for Teaching Evaluation Instrument*. ©Danielson Group.

Domain 1	Unsatisfactory	Basic	Proficient	Distinguished
Development of Children, Developmentally Appropriate Approaches, and Individual Differences	Teacher’s practices display little understanding of the development of the children whom he/she works with, and is unable to make connections between that development and the child’s cognitive, social, emotional, and physical wellbeing.	Teacher’s practices reflect some understanding of the development of the children whom he/she works with, and is able to make some connections between that development and the child’s cognitive, social, emotional, and physical wellbeing.	Teacher’s practices reflect solid understanding of the development of the children whom he/she works with, and is able to make good connections between that development and the child’s cognitive, social, emotional, and physical wellbeing.	Teacher’s practices reflect extensive understanding of the development of the children whom he/she works with, and is able to make solid connections between that development and the child’s cognitive, social, emotional, and physical wellbeing.
Critical Attributes	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher demonstrates inappropriate reactions to children’s attempts and social needs.</i> <input type="checkbox"/> <i>Teacher handles children in a harsh or punitive manner.</i> <input type="checkbox"/> <i>Teacher uses inappropriate strategies to support the development of children.</i> <input type="checkbox"/> <i>Teacher is unaware of the progress children have made in each developmental domain.</i> <input type="checkbox"/> <i>Teacher has unrealistic expectations of children.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher is familiar with development but does not relate that understanding to what is planned for children in appropriate way.</i> <input type="checkbox"/> <i>Teacher appreciates the role relationships play to the wellbeing of young children, but does not demonstrate especially warm relationships with children.</i> <input type="checkbox"/> <i>When teacher suspects a developmental delay, she discusses the need for assessment with parents.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher can identify important concepts of child development and how they relate to the curriculum.</i> <input type="checkbox"/> <i>The teacher consistently provides clear explanations of her expectations for children.</i> <input type="checkbox"/> <i>The teacher is consistently warm and kind to children and understands how this supports the growth and development of children.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher collects classroom data to ascertain that the strategies he/she uses are indeed impacting development positively</i> <input type="checkbox"/> <i>Teacher is open to inquiry about possible new strategies</i> <input type="checkbox"/> <i>Teacher will mentor others in the teaching environment with enthusiasm</i>
Possible Examples	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher says, “I don’t have time to observe the children</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher plans for children based on what would be enjoyed</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher’s plans for children are based on the needs of children to</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher plans programs for parents about investigations</i>

	<p><i>I teach.”</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher says, “I make sure the children know I am there to keep them in line.”</i> <input type="checkbox"/> <i>The teacher straps babies in infant seats and puts children at tables and expects them to wait on the teacher to be ready.</i> 	<p><i>without regard for how or why that activity should be included.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher insists that all children participate in the lesson or group experience at once without regard for the inability of some children to attend.</i> <input type="checkbox"/> <i>The teacher is kind but does not take time to relate to the young child with joy.</i> 	<p><i>develop holistically.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher realizes when his/her students are too tired or lack interest in a planned activity and therefore is flexible enough to change to a more suitable activity.</i> <input type="checkbox"/> <i>The teacher is sensitive to the needs young children have for intentional, in-tune care.</i> 	<p><i>children are making in the classroom</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher relates to each individual child in an optimum way that is both accepting and instructive</i> <input type="checkbox"/> <i>The teacher offers to lead a professional development group of her colleagues.</i>
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Domain 2:	Description, Elements, and Indicators
Learning Environments	<p>Teachers of very young children must be able to look at environment holistically. Environment is the color of the walls, the placement of furniture, and the pictures on the walls—and very much more. Environment also encompasses the essence of the classroom climate: the hominess, the air of acceptance, and the feelings of warmth that children experience when they are within the spaces of the classroom and the school that surrounds the classroom. Thought and care have informed the plans to keep children safe and healthy within the environment.</p> <p>The elements of Domain 2 are:</p> <ul style="list-style-type: none"> 2.1 Create environments for optimum learning of all children 2.2 Collaboration with colleagues to create engaging environments 2.3 Use motivational and instructional interventions focusing on adaptation to different environments 2.4 Safe and appropriate interventions in crisis situations <p>Indicators include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Environments provide children access to age-appropriate toys and activities <input type="checkbox"/> Teachers problem solve when environments pose possible challenges <input type="checkbox"/> Teachers adapt equipment to allow for maximum access to play equipment for all children <input type="checkbox"/> Teachers are alert to the need for tornado and fire drills

Domain 2	Unsatisfactory	Basic	Proficient	Distinguished
Learning Environments	Teacher demonstrates little or no interest or knowledge about the need for positive learning environments. Teacher limits his/her scope to such considerations as paint color and style of furniture and does not connect environment to a warm, accepting classroom in which appropriate guidance is used.	Teacher makes an attempt to create an aesthetically pleasing learning environment. He/she relates the classroom climate to the concept of the environment and makes an attempt to create such climate through his/her actions, including the guidance techniques used.	Teacher demonstrates understanding of the effects of an optimal learning environment and works diligently to create supportive learning communities within the classroom. The teacher uses positive guidance to manage the behavior in the classroom. He/she regularly evaluates the classroom environment and makes changes as needed.	Teacher studies the environment's effect on the children in the room and makes changes accordingly. He/she is open to the critique of classroom observers to inform change in practice and engages in dialogue with others to make purposeful changes.
Critical Attributes	<input type="checkbox"/> <i>Teacher has little regard for safety of the children, leaving dangerous materials within reach of</i>	<input type="checkbox"/> <i>Teacher creates learning centers within the classroom.</i> <input type="checkbox"/> <i>Teacher changes materials</i>	<input type="checkbox"/> <i>The teacher changes the learning environment on a daily, weekly or bi-weekly basis, depending on children's</i>	<i>In addition to the characteristics of "proficient,"</i> <input type="checkbox"/> <i>The teacher thoughtfully reflects on ways to affect the</i>

	<p><i>children.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher is hurried and uses a harsh tone of voice.</i> <input type="checkbox"/> <i>Teacher often skips required fire and tornado drills.</i> <input type="checkbox"/> <i>Teacher only teaches to the “whole group,” not individuals.</i> <input type="checkbox"/> <i>Teacher uses harsh tones and rough handling techniques.</i> 	<p><i>regularly but does not relate those changes to changes in curriculum.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher mainly teaches to the “whole group,” rarely individuals.</i> <input type="checkbox"/> <i>Teacher relates to children in a positive way the majority of the time.</i> <input type="checkbox"/> <i>The teacher considers individual needs for adaptation and makes appropriate changes in the environment.</i> 	<p><i>interest/needs.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher is aware of the effects of positive guidance as a teaching tool in the environment.</i> <input type="checkbox"/> <i>The teacher interacts with children in a thoughtful, purposeful way that increases the children’s engagement in the environment.</i> <input type="checkbox"/> <i>The teacher uses positive guidance techniques that are nonthreatening and support children’s social growth.</i> <input type="checkbox"/> <i>The teacher actively and systematically uses observational notes to guide decisions about changes in the environment.</i> 	<p><i>environment to meet the needs of the children.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher uses student anecdotal records and portfolios to thoughtfully assess his/her own interactions with children.</i> <input type="checkbox"/> <i>The teacher is open to self-assessment and ongoing training about his/her role in impacting the environment of children.</i> <input type="checkbox"/> <i>The teacher assures equity in for all children in the classroom.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher has not set up the room with learning centers.</i> <input type="checkbox"/> <i>Materials are not organized where children can find and easily use them.</i> <input type="checkbox"/> <i>There has been no thought about the traffic flow and space use within the classroom.</i> <input type="checkbox"/> <i>Outside play space is small and equipment poses dangers to children.</i> <input type="checkbox"/> <i>Teacher allows junk or clutter to accumulate in the classroom.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher does not change learning centers because “the children feel at home with what is already here.”</i> <input type="checkbox"/> <i>Children gather for age-appropriate lengths of time but all are required to participate, even if they have to be led crying to the circle.</i> <input type="checkbox"/> <i>Teachers manage environmental changes and needs, but they often look bored or disengaged in that environment.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher, noting the children have been gathering around bugs on the playground, add books about bugs, safe magnifying glasses, and bug “huts” to the science center.</i> <input type="checkbox"/> <i>Teacher provides a safe, quiet spot to which children may choose to retreat when overwhelmed by stimulation.</i> <input type="checkbox"/> <i>The teacher notes that toddlers are running wildly in the open spaces of the classroom and thus repositions furniture to create smaller, more intimate spaces for gathering.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The teacher plans a workshop for parents and colleagues to teach how the behavior of children is often directly linked to their environment.</i> <input type="checkbox"/> <i>The teacher invites the center director to observe his/her classroom to provide mentoring about the classroom environment.</i> <input type="checkbox"/> <i>The teacher plans for outdoor play environments that are extensions of the classroom.</i>

Domain 3:	Description, Elements, and Indicators
<p>Content knowledge, curriculum building, and instructional planning/strategies</p>	<p>Teaching young children requires a firm understanding of the instructional needs of children and how those needs change rapidly over the early years of life. What is appropriate in the infant classroom is not appropriate in the toddler or preschool classroom. However, the overarching truth is, that regardless of the age level, curriculum and instructional planning and strategies require relationship-based pedagogy based on the child’s healthy foundation of attachments to parents and possibly the teacher as well. Children will optimally learn from teachers who understand and accept their age-level needs for basic care that builds early trust. Curriculum must be adapted to meet children’s growing needs for autonomy during toddlerhood and their need for exploration in the preschool years. Teachers see their role as developing a sense of capability in each child as the teacher scaffolds experiences based on understanding that children build understanding through their own explorations of the environment around them.</p> <p>The elements of Domain 3 are:</p> <ol style="list-style-type: none"> 3.1 Use the central concepts, tools of inquiry, and structures of the content 3.2 Use of DAP design, implementation, and evaluation of DAP curriculum 3.3 Created meaningful learning progressions 3.4 Understand and use content knowledge across curricular areas, individualizing for each child 3.5 Considering individual abilities, interests, and cultural/linguistic factors in developing learning experience 3.6 Using technologies to support instructional planning, delivery, and assessment 3.7 Using assistive technologies to support the communication of each child 3.8 Enhance language development and communication skills 3.9 Implement a variety of education and transition plans in collaboration with others 3.10 Teach to mastery and promote generalization of learning for every child, including those with special needs 3.11 Teach cross disciplinary knowledge and skills <p>Indicators include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children’s observed interests, not the seasonal calendar, are the basis of emergent curriculum content areas. <input type="checkbox"/> Teachers adeptly weave age-appropriate learning goals into the curriculum <input type="checkbox"/> Teachers make curriculum plans that in line with the developmental age and stage of each individual learner <input type="checkbox"/> Teachers use skilled scaffolding techniques, adding explanation when necessary but still allowing children to explore, try, experiment <input type="checkbox"/> Teachers learn key phrases to represent those most likely to be needed by non-English speakers <input type="checkbox"/> Teachers facilitate language development by using concrete words for items in the infant classroom; using short, direct sentences with toddlers, and using inquiry to promote discussion with preschoolers.

Domain 3	Unsatisfactory	Basic	Proficient	Distinguished
<p>Content knowledge, curriculum building, and instructional planning/strategies</p>	<p>Instructional outcomes are not developmentally appropriate for young children, expect more or less than children are capable of, and focus solely on activities unrelated to the developmental needs of children. Teachers do not observe or use other forms of assessment of the children they teach. Teachers have no regard for the importance of relationship-based instruction.</p>	<p>Instructional outcomes are generally developmentally appropriate and provide challenges for children to meet. While appropriate scaffolding is generally available from the teacher, the teacher can be observed being under- or over-supportive on a regular basis. Teacher uses required formal assessments but rarely takes the time for observation or work sampling.</p>	<p>Instructional goals are in line with developmentally appropriate practice, based on emergent interests and needs observed of children and families, and geared to active participation and explorations of the children. The teacher’s interactions are positive and support children with appropriate scaffolding. Assessments are both formal and informal and inform curriculum decisions. Teaching is both to large and small groups as well as individual children as appropriate.</p>	<p>Instructional outcomes are stated in terms of measurable learning objectives which can be assessed and analyzed to inform curriculum decisions. Teachers reflect on experiences of children and families to better meet needs. Teachers are in regular communication with families and are aware of special circumstances which may affect needs of children.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher selects activities from books or online based on his/her assessment of how much children will “enjoy” them.</i> <input type="checkbox"/> <i>Teacher provides art experiences in which he/she does most of the prepping and which produce almost identical products.</i> <input type="checkbox"/> <i>Teacher expects children to sit at the same time to simultaneously engage in activities.</i> <input type="checkbox"/> <i>Teacher attempts to teach abstract concepts to children in concrete phases of development</i> <input type="checkbox"/> <i>Teacher displays negative</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher is able to plan and execute developmentally appropriate strategies for teaching.</i> <input type="checkbox"/> <i>Teacher can recognize appropriate pedagogy but often cast him/herself in directive roles.</i> <input type="checkbox"/> <i>Teacher understands the need for art that focuses on process rather than product.</i> <input type="checkbox"/> <i>Teacher has appropriate expectations for young learners who require freedom of motion, acceptance of their lack of social skills, and a loving relationship with their teachers.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher recognize and executes his/her role in planning experiences based on individual needs and interests of children.</i> <input type="checkbox"/> <i>Learning experiences are planned throughout the child’s day and incorporated in the play of children.</i> <input type="checkbox"/> <i>Teacher plans learning centers that provide challenging yet attainable experiences from which children are able to select.</i> <input type="checkbox"/> <i>Teacher plans activities that entice exploration and understanding of concepts such as numbers, shapes, letters, and spatial relationships as children are ready.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher plans parent meetings to discuss the efficacy of play-based approaches to learning.</i> <input type="checkbox"/> <i>Teacher is open to new opportunities to develop his/her knowledge and skills.</i> <input type="checkbox"/> <i>Teacher makes a professional development plan to assess areas for growth and strategize toward that goal.</i> <input type="checkbox"/> <i>Teacher is actively involved in assessing the learning outcomes, recording findings, and making changes as</i>

	<i>or punitive dispositions and tones.</i>		<i>Teacher exhibits a disposition conducive for teaching.</i>	<i>indicated.</i>
Possible Examples	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The infant teacher does not change materials in the classroom because “babies are too young to care.”</i> <input type="checkbox"/> <i>Emphasis is on learning letters and numbers in the 2-year-old group.</i> <input type="checkbox"/> <i>Instruction for 3 year olds is to the whole group; focuses mainly on cognitive domain</i> <input type="checkbox"/> <i>Kindergarteners are kept at desks to do paper worksheets.</i> <input type="checkbox"/> <i>Teacher yanks children.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Infant teachers provide adequate care for infants.</i> <input type="checkbox"/> <i>Teacher schedules alternate active and quiet curriculum thorough the day.</i> <input type="checkbox"/> <i>Children have opportunity to create their own works of art without being instructed—even non-verbally—where to paste their cotton ball, etc.</i> <input type="checkbox"/> <i>Teacher teaches by planning play-based curriculum which allows children to lead.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher exhibits a disposition conducive for teaching.</i> <input type="checkbox"/> <i>Infant teacher view every act of care as an opportunity to teach the infant.</i> <input type="checkbox"/> <i>Toddler teacher does not insist that children share, because they understand that best teaching does not force but rather models.</i> <input type="checkbox"/> <i>Preschoolers of varying abilities have access to materials explore.</i> <input type="checkbox"/> <i>Teacher smiles and displays warm, caring disposition and actions for the vast majority of the day.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher seeks a mentoring relationship with a more experienced teacher.</i> <input type="checkbox"/> <i>Teacher plans professional development experiences about new trends in curriculum design.</i> <input type="checkbox"/> <i>Teacher works on a teaching portfolio that highlights his/her philosophy about curriculum design.</i>

Domain 4:	Description, Elements, and Indicators
Assessment and Documentation	<p>Assessment serves several roles in the birth through kindergarten period. It can inform teachers about children’s developmental needs and possible teaching strategies to address those needs. It can also identify areas of possible concern, some of which might require interventions. Teachers in birth through kindergarten programs must be keenly adept in the art of assessment of young children. Assessment at the early stages of life is especially critical for several reasons: (1) When the child enters the program as a very young child, generally little is known about his or her development. (2) Classroom teachers in the beginning years of life are often the first line of defense for a child. It is this teacher who first notes developmental delays. (3) The earlier children are assessed and therapy can start, the greater the likelihood for optimal outcomes due to the plasticity of the brain. However, assessing children is not enough; very young children must also be assessed in appropriate ways, whether that assessment is formal or informal in nature. To reach authentic conclusions, formal assessment should be ongoing, play based, carried out in environments familiar to a child and/or with a tester who is at least somewhat familiar, and be culturally sensitive. Informal assessments should consist of teacher observations, collections of anecdotes, pictures, and sampled work from the child. Whether formal or informal, good assessment is used to inform the curriculum choices that teachers make to meet individual needs of children.</p> <p>The elements of Domain 4 are:</p> <ol style="list-style-type: none"> 4.1 Goals, benefits, and uses of assessment 4.2 The use of observation, documentation, and other appropriate assessment tools 4.3 Practice responsible assessment to promote positive outcomes 4.4 Partnerships with family and with colleagues for appropriate assessment 4.5 Select and use sound formal and informal assessment to minimize bias 4.6 Interpret assessment results and guide educational decisions 4.7 Use multiple types of assessment information to make decisions 4.8 Engage every child to work toward quality learning and performance and provide feedback to guide them <p>Indicators include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge about available formal assessments, including pros and cons of each <input type="checkbox"/> Strategies for observing, documenting, and archiving materials <input type="checkbox"/> Teachers skilled in connecting assessment data with curriculum choices for individual children <input type="checkbox"/> Teachers modify assessment strategies for children who require modifications <input type="checkbox"/> Teachers are aware of the effect that environment has on the assessment outcome <input type="checkbox"/> Teachers never label children based on few assessments, knowing that so many issues can affect outcomes of assessments, even those done in optimum conditions.

Domain 4	Unsatisfactory	Basic	Proficient	Distinguished
Assessment and Documentation	Teacher cares for children without regard for collecting assessment data or documenting growth and development. If used at all, assessment is quickly completed to satisfy a program requirement and only tangentially used to inform decisions about children or their individual needs. Assessment is not authentic due to poor choices and/or lack of necessary skill.	Teacher plans student assessment to align with clearly stated instructional outcomes and uses the resulting data to inform decisions about curriculum. Strategies for assessment include informal classroom observation and documentation as well as more formal methods as indicated. Needs of all learners are considered fully. Confidentiality about findings is maintained.	Teacher’s assessments are fully aligned with planned outcomes. Teacher adapts assessments appropriately to meet individual needs and developmentally appropriate practice. Teacher uses assessment results to plan future instruction for individual students. Teacher does not label children based on assessment results, knowing many factors can affect children’s performance.	Teachers fully understand the value of assessment but strive to avoid the possible pitfalls of assessments not done responsibly. Teachers keep up with resources that inform them of new assessments and/or helpful strategies for assessment. Teachers collaborate with colleagues to uphold confidentiality of results, especially when situations call for them to work collaboratively.
Critical Attributes	<ul style="list-style-type: none"> <input type="checkbox"/> Assessments do not match instructional outcomes. <input type="checkbox"/> Assessments have no stated criteria or vague criteria. <input type="checkbox"/> No formative assessments have been designed. <input type="checkbox"/> Teachers lack skill to authentically administer assessments. <input type="checkbox"/> Assessment results do not affect future plans. <input type="checkbox"/> Teachers complain that gathering assessment data is not worth the time that it takes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional outcomes are only partially addressed by the assessments. <input type="checkbox"/> Criteria for assessments are vague. <input type="checkbox"/> Data is collected over time. <input type="checkbox"/> An IEP calls for use of formal assessments, but they are only partially developed. <input type="checkbox"/> Teacher uses results of assessments to design lesson plans for the whole class, but not individual students. <input type="checkbox"/> Results are locked in student records and are not discussed outside the school environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment criteria covers all domains of development. <input type="checkbox"/> Assessments are carried out over time, whenever possible by people known and in locations familiar to the children to produce the most authentic results possible. <input type="checkbox"/> Observation and documentation form the basis of important, informal assessment. <input type="checkbox"/> Assessments are culturally and linguistically sensitive <input type="checkbox"/> Results of assessments are used appropriately to inform practice, not to label children. 	<p>In addition to the characteristics of “proficient,”:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers understand their central role in the assessment process, striving to take objective assessment notes that include relative detail about development in all domains. <input type="checkbox"/> Teachers assist to support children who are tested by other professionals, perhaps setting up playscapes to help children enact their experiences. <input type="checkbox"/> Teachers maintain strict confidentiality about assessment findings and do not label children based on those findings.
Examples	<input type="checkbox"/> Teacher says he/she cannot	<input type="checkbox"/> Teacher uses assessment	<input type="checkbox"/> Teacher not only take notes	<input type="checkbox"/> Teacher self-identifies when

	<p><i>take observational notes because they just don't have time for that, too.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher checks the boxes of the assessment off without really witnessing the criteria being performed</i> <input type="checkbox"/> <i>Teacher gathers data but puts the results in a report and does not look at them again.</i> <input type="checkbox"/> <i>Teacher shares results of assessments with a group of mothers in her neighborhood.</i> 	<p><i>data to plan for children's cognitive development but fails to use data on social, emotional, and physical development to impact goals for those areas.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher take notes as they teach and adds them to an ongoing portfolio for each child.</i> <input type="checkbox"/> <i>Teacher is unaware of the importance of objective reporting, and as a result includes his/her opinions to the observations written.</i> 	<p><i>while he/she teaches but also conducts longer observations of children</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher reports what he/she sees and hears in an objective way void of subjective opinions.</i> <input type="checkbox"/> <i>Teaches plans for projects and other investigations children will engage in, based on what has been observed.</i> <input type="checkbox"/> <i>When indicated, teacher does not hesitate to initiate further assessments from other professionals.</i> 	<p><i>he/she needs to better informed practice, and attends teacher trainings about assessment.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher understands that a variety of assessments are commercially available, researches when each might be an appropriate choice, and learns how he/she might be involved in conducting such assessments.</i> <input type="checkbox"/> <i>Teacher avoids using assessment to make high stakes decisions about children and their needs.</i>
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Domain 5	Description, Elements, and Indicators
Relationships and Collaboration with Families, Colleagues, and Community	<p>Relationships are at the core of programs for very young children—relationships between teachers and children, relationships among children, relationships between children and teachers, relationships between teachers and parents, and relationships among colleagues. Everything that children learn is learned in context of relationships. Quality programs for young children build on relationships with the hope that families, colleagues, and community will enhance not only the school experience but also the life experience of children. To this end, quality programs for young children seek to partner with parents through parenting programs, newsletters, emails, and parent-teacher conferences, just to name a few strategies. Proficient teachers build relationships further by learning all they can about the family situations and communities from which the children come.</p> <p>Components of Domain 5 are:</p> <ul style="list-style-type: none"> 5.1 Knowledge/understanding of diverse family/community characteristics 5.2 Support, engage and empower family/communities through appropriate relationships 5.3 Involve families and communities in children's development and learning 5.4 Knowledge of Arkansas Home Visiting Network models B-K 5.5 Use the theory and elements of effective collaboration 5.6 Ability to serve as a collaborative resource to colleagues 5.7 Use collaboration and advocacy to promote the well-being of every child

Indicators include:

- Teachers invite and openly welcome parents' involvement in the classroom
- The parent is validated as the first and forever most important teacher the child will ever have
- Teachers seek to partner with parents in the quest to reach each child's fullest potential
- Teachers plan events that involve parents in meaningful ways in the learning their children are doing
- Teachers are knowledgeable and respectful about the ethnic and religious practices of each child
- Teachers are good colleagues to other teachers
- Teachers serve as resources to parents in appropriate ways, maintaining boundaries in the process

Domain 5	Unsatisfactory	Basic	Proficient	Distinguished
Relationships and Collaboration with Families, Colleagues, and Community	Teacher demonstrates little or no interest or knowledge about children’s family environment, cultures, interests, language ability, and/or special needs.	Teacher states a belief in the importance of understanding children’s family environment, cultures, interests, language ability, and/or special needs; but only seeks such understanding about the class as a whole.	Teacher actively seeks knowledge of individual children’s family environment, cultures, interests, language ability, and/or special needs, and seeks ways to make each family feel a part of the learning community.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Critical Attributes	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher does not understand child development characteristics and has unrealistic expectations for students.</i> <input type="checkbox"/> <i>Teacher does not try to ascertain varied ability levels among students in the class.</i> <input type="checkbox"/> <i>Teacher is not aware of student interests or cultural heritages.</i> <input type="checkbox"/> <i>Teacher takes no responsibility to learn about students’ medical or learning disabilities.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</i> <input type="checkbox"/> <i>Teacher is aware of the different ability levels in the class, but tends to teach to the “whole group.”</i> <input type="checkbox"/> <i>Teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</i> <input type="checkbox"/> <i>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher is aware of the different cultural groups in the class.</i> <input type="checkbox"/> <i>Teacher finds ways to connect with parents and other family members on a daily basis.</i> <input type="checkbox"/> <i>Teacher uses knowledge of the students’ backgrounds by incorporating their cultural heritages into lessons and classroom environment.</i> <input type="checkbox"/> <i>Teacher is aware of the special needs represented by students in the class and seeks to meet them.</i> <input type="checkbox"/> <i>Teacher does not participate in information sharing or gossip about colleagues or families.</i> <input type="checkbox"/> <i>Teacher plans for ways that parents can meet with them and communicate with each other.</i> 	<p><i>In addition to the characteristics of “proficient,”:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher makes a concerted effort to learn about the cultural background of each child.</i> <input type="checkbox"/> <i>Teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.</i> <input type="checkbox"/> <i>Teacher seeks out information about cultural heritage from all students.</i> <input type="checkbox"/> <i>Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</i> <input type="checkbox"/> <i>Teacher is adept in creating a sense of true, caring community in the classroom.</i>
Possible Examples	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher consistently goes home before pick up time to avoid questions from parents.</i> <input type="checkbox"/> <i>Teacher puts up posters</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The parents listen at the parent-teacher conference and the teacher mostly talks with little dialogue.</i> <input type="checkbox"/> <i>Toy foods in the doll</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher makes sure that all children can “see themselves” reflected in the toys and materials offered.</i> <input type="checkbox"/> <i>Teacher publishes a regular</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher makes an effort to come at the beginning and end of the day at least part time, so that he/she can establish a relationship with</i>

	<p><i>that represent the majority of the students, but not all of the students.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The book shelf only offers books about children who represent the majority of the class.</i> <input type="checkbox"/> <i>Dramatic play areas are devoid of cultural diversity</i> 	<p><i>corner offer typical American favorites—no chopsticks or ethnic foods.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Parents are invited to talk about their jobs but never about Chinese New Year.</i> <input type="checkbox"/> <i>Newsletters or classroom updates are a shallow report of goings on, and never offer ways that the parents can engage or participate.</i> 	<p><i>classroom newsletter on a regular basis that includes upcoming events that may involve parents</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>After the children are greeted, parents are also greeted warmly whenever they enter the room. Parents are reminded not to talk in front of the child, if they need to discuss problems about the child.</i> <input type="checkbox"/> <i>Teacher is present at events held at the school for parents.</i> 	<p><i>all parents.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Classroom newsletters and updates occur weekly and contain examples of curriculum, developmental milestones; parents are offered ways to participate.</i> <input type="checkbox"/> <i>Teacher makes it possible to meet with parents, even those who do not have traditional schedules.</i> <input type="checkbox"/> <i>Teacher attends multi-cultural community events representing the children in the classroom.</i>
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Domain 6	Description, Elements, and Indicators
<p>Professionalism and Ethical Practices</p>	<p>While there is little question as to whether this field offers professional opportunities, there is discussion at this time concerning what can define the field as a professional field. Truly, the advent of teaching licenses (available in approximately 60% of the states) is an undeniable criteria. Another marker of a true profession is a professional organization (such as NAEYC) to champion those who serve children, as is a code of ethical conduct for the profession. The NAEYC Code of Ethical Conduct provides a guideline for those who work with young children and are faced ethical and moral decisions on a daily basis. This document lays out the core values of the profession. At the core is the overarching principle that professionals working with young children will do nothing that will harm a child. Professionals understand that they have ethical responsibilities not only to children but also to families, colleagues, community, and society. To do so, professionals must be aware of sound teaching practices as well as to the research that informs those practices.</p> <p>Elements of Domain 6 include:</p> <ul style="list-style-type: none"> 6.1 Identify and involve self with the early childhood field 6.2 Uphold ethical standards and professional guidelines 6.3 Engage in continuous, collaborative learning to inform practice in using technology 6.4 Integrate knowledgeable, reflective, and critical perspectives 6.5 Engage in informed advocacy for young children and the profession 6.6 Use professional, ethical principles/professional principle 6.7 Understand how foundational knowledge and current issues influence professional practice. 6.8 Understand that diversity is part of the children’s experience, impacting delivery of special education experiences 6.9 Participate in professional activities and learning communities 6.10 Advance the profession by engaging in activities such as advocacy and mentoring 6.11 Provide guidance and direction to para-educators, tutors, and volunteers <p>Indicators include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers who have B.S. Degrees <input type="checkbox"/> Teachers who have Arkansas Birth through Kindergarten Teaching Licenses <input type="checkbox"/> Program directors who involve teachers in on-going discussions and trainings about the NAEYC Code of Ethical Conduct <input type="checkbox"/> Teachers who seek best answers to everyday issues that affect children and families <input type="checkbox"/> Teachers who are active members in the Northwest Arkansas Early Childhood Association, the Southern Early Childhood Association, Arkansas Early Childhood Association, or other similar organizations.

Domain 6	Unsatisfactory	Basic	Proficient	Distinguished
Professionalism and Ethical Practices	Teacher does not display ethical or professional conduct. Teacher puts his or her own needs before the needs of the children in the classroom. The teacher makes choices that could be considered harmful to children. Teacher does not comply with DHS, ABC, or other relevant regulations. Teacher does not know about the NAEYC Code of Ethical Conduct.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are often limited to what is easiest for adults. Teacher complies minimally with school and district regulations, doing just enough to "get by." Teacher refers to the NAEYC Code of Conduct but only on an infrequent basis.	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. Teacher's main focus is to do what is best for children, even when that is less likely to meet her personal needs. She refers often to the NAEYC Code of Ethics to inform daily decisions regarding children and families.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role, mentoring others who are learning school and district regulations or have questions about making ethical choices.
Critical Attributes	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher is not honest in her dealings with others. <input type="checkbox"/> Teacher has little regard for the needs of students. <input type="checkbox"/> Teacher seeks self-serving solutions to issues that arise. <input type="checkbox"/> Teacher willfully rejects school's regulations. <input type="checkbox"/> Teacher chooses to know only family names does not get to know families well enough to know their family situations. <input type="checkbox"/> Although the NAEYC Code of Ethics available to the teacher, he/she does not bother to seek out information to help make decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher is honest in her dealings with others. <input type="checkbox"/> Teacher notices the needs of students, but is hesitant to address them. <input type="checkbox"/> Teacher does not question when a policy change is not good for children. <input type="checkbox"/> Teacher consults the NAEYC Code of Conduct to support decisions, but inconsistently. <input type="checkbox"/> Teacher complies with school policies, even when he/she is inconvenienced. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher is honest and known for having integrity. <input type="checkbox"/> Teacher sees her role as addressing student needs and actively seeks to do so. <input type="checkbox"/> Teacher actively works to do what is best for children rather than what is best for the teacher. <input type="checkbox"/> Teacher participates when there are team or departmental decisions to make. <input type="checkbox"/> Teachers collaborate to solve issues based on ethical code. <input type="checkbox"/> Teacher complies with school and/or district regulations. <input type="checkbox"/> The teacher maintains professional boundaries. 	<p>In addition to the characteristics of "proficient,":</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher is known as a leader others can count on. <input type="checkbox"/> Teacher is highly proactive in serving students and does not allow a clock to rule his/her involvement. <input type="checkbox"/> Teacher creates a learning community in which caring abounds and all students have opportunities to be successful. <input type="checkbox"/> Teacher takes a leadership role in team and departmental decision-making.

<p>Possible Examples</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The infant teacher walks barefooted in the infant room although this is opposed to policy concerning sanitation.</i> <input type="checkbox"/> <i>Teacher fails to notice that one of his/her children looks malnourished</i> <input type="checkbox"/> <i>Teacher does not document the bruises on the child's arms and legs.</i> <input type="checkbox"/> <i>When a colleague has a need, the teacher makes up an excuse so that he/she won't have to get involved.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher does not call in sick when he/she is not really sick.</i> <input type="checkbox"/> <i>Teacher babysits for a parent because he/she needs the extra money. As a result, the teacher feels a special bond with the child involved, and sometimes does extra little things for him.</i> <input type="checkbox"/> <i>The teacher gets to work on time and also leaves on time, even when a child in her class looks scared and alone in the bus line full of older children.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher can serve as a confidant to colleagues without repeating what is told to others.</i> <input type="checkbox"/> <i>Teacher honors the beliefs and values of the families who entrust their child to him/her.</i> <input type="checkbox"/> <i>When the teacher notes a possible delay, she alerts parents but respects their right to refuse services.</i> <input type="checkbox"/> <i>Teacher works collectively to right wrongs that he/she sees perpetrated by others.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Teacher seeks out new research and is open to the suggestions of others about new ideas and techniques.</i> <input type="checkbox"/> <i>Teacher takes time and interest in a new colleague and offers to serve as a mentor.</i> <input type="checkbox"/> <i>Teacher's goals include professional growth as a teacher and to that end, he or she develops a professional development plan.</i>
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9. Candidate Follow-Up Procedures

Describe the program’s plan for obtaining and reporting data from program graduates if different from other programs in the professional education unit.

The BRKD program will use the University of Arkansas’ existing professional education unit’s procedures for obtaining and reporting data from program graduates. Upon posting of the student's degree and receipt of all required materials, completed application packets are sent directly to the Arkansas Department of Education by the Office of Field Placement and Licensure. ADE will issue a teaching license to the applicant approximately two weeks after receipt of the appropriate documents. Applicants can look up the status of their teaching license in the Arkansas Educator Licensure System here: <http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/educator-licensure-unit/arkansas-educator-licensure-system-aels>.

10. Faculty

Provide a roster of all professional education faculty who teach or supervise candidates in the program, including adjunct faculty. The roster should indicate their academic preparation (highest degrees), professional experience, course assignment(s), and verification of TESS training (if applicable). Do not include general studies or content faculty.

Note: IHE candidate supervision faculty and P-12 cooperating teachers in teacher preparation programs must be trained in the domains, components and elements of ADE’s Teacher Excellence Support System (TESS).

Faculty	Professional Experience	Course Assignments	TESS Training
Mardi Crandall, M.S.	Instructor in Child Development/Birth through Kindergarten instructor. Previously served as director of a university laboratory school. Served as parenting educator at Polk State University. Previously a Family Life Editor, Purdue Extension.	HESC 1423, 2403/2401L, 4413, 4463	Will be completed January 2016
Jennifer K. Henk, Ph.D.	Tenure-track faculty in Child Development/Birth through Kindergarten Previously director of university laboratory school. Served as director of home visiting program serving high-risk parents and toddlers.	HESC 4332/4332L, 4342/4342L	Will be completed January 2016
Laura K. Herold, Ph.D.	Clinical Faculty Child Development/Birth through Kindergarten. Served as a preschool teacher/teacher of at-risk children in targeted programs. Previously an AmeriCorps Jumpstart member/team leader.	HESC 2473/2471L, 4453, 4373, 4383	Will be completed January 2016
Peggy Schaefer-Whitby, Ph.D.	Program coordinator for the undergraduate special education program and the graduate certificate in Autism Spectrum Disorders Previously an assistant professor at the University of Nevada Las Vegas and the director of the Center for Autism	SPED 4493	TESS trained

	Spectrum Disorders. A board certified behavior analyst at the doctoral level.		
Elizabeth Lorah, Ph.D.	Tenure-track faculty in Special Education. Credentialed as a Board Certified Behavior Analyst-Doctoral from the Behavior Analytic Certification Board. Previously a Board Certified Behavior Analyst for early intensive behavior intervention programs in the tri-county area of Philadelphia. Served as an autistic support consultant for the Philadelphia School District, through her work at the University of Pennsylvania’s Center for Autism Research.	SPED 4413, CIED 499v	

11. Institutional resources dedicated to program support

a. Describe the available resources (human, fiscal, physical) to support the program, including any specific or special needs that are essential to the program (e.g., laboratory; special equipment or technology; etc.).

A strength of the program leading to the Birth through Kindergarten/Special Education Integrated Teaching License are the University of Arkansas resources that are available to students in the program. We believe these resources are unique and will provide students with advantages as they study to become licensed teachers.

One of the most outstanding of those resources is the Jean Tyson Child Development Study Center, an \$8.5 million dollar facility on the University of Arkansas campus. It is designed for children from 2 months through kindergarten (that classroom is under development) as a laboratory for University of Arkansas students. The hallmark of the NAEYC-accredited program is that it is designed as a laboratory teaching program, providing the best care possible for children as a means of teaching university-level undergraduate and graduate students. Floor-to-ceiling, one-way glass and microphoned rooms allow for visual and auditory access to each of the classrooms-as though the student were seated at floor level inside the room. Students not only observe degreed teachers but also serve as assistant teachers inside the classrooms. As coursework advances, scaffolding allows for students to take increasing responsibility for the planned 144 children across 12 classrooms. Students have initial experiences under the supervision of degreed teachers before they are sent into a variety of experiences in the community.

Another University of Arkansas resource is the advising model in the School of Human Environmental Sciences which mandates that advisors meet one-on-one with their advisees. This relationship-based model gives students unparalleled attention for course selection, general campus advice, and career planning. Professors strive to model a caring relationship with their advisees, while encouraging responsible decision making.

b. If any courses or academic support services will be provided by other institutions or organizations, include a copy of a signed Memorandum of Understanding (MOU) that outlines the responsibilities of each party and indicates the effective dates.

No courses or support services will be provided by other institutions or organizations.

12. Implementation Plan

a. Describe how the program will be implemented.

All faculty and coursework needed for program implementation are in place. BRKD and SPED faculty at the University of Arkansas are working closely together to implement the program. In anticipation of this program, new faculty have been hired in both departments.

b. If a current program is being phased out to be replaced with the proposed new program, then indicate how students in the current program will be accommodated.

The current program will replace previous iterations of the Birth through Kindergarten concentration in the HDFS major. Students in the previous versions of BRKD will require no accommodations, as they will not be required to complete the additional courses and requirements of the BRKD initial licensure program. If students using previous versions of the BRKD major requirements would like to move to the BRKD teacher licensure program, they will be advised to choose the appropriate degree plan and apply for candidacy using the same procedures and requirements. Transfer students will be advised similarly to choose the appropriate degree plan and apply for candidacy using the same procedures and requirements.

Appendix A
Employer Needs Survey Summary
N=21

1. Please indicate which type of program is under your auspices, marking all that apply to you.

Arkansas Better Chance (ABC) program in a public school:	10
Public school setting such as a Co-op:	4
Public school kindergarten:	12
Arkansas Better Chance (ABC) program in a private school:	3
Kids First program under the auspices of UAMS:	3
Head Start/Early Head Start:	3
Private or community early childhood program:	8

2. How many teaching positions in your school/district/program now serve infants birth to three?

None:	14
1:	1
2 to 5:	6
6 to 10:	0
11 to 15:	0
More than 15:	0

3. How many teaching positions in your school/district/program now serve 3-year-olds?

None:	8
1:	1
2 to 5:	4
6 to 10:	4
11 to 15:	1
More than 15:	1

4. How many teaching positions in your school/district/program now serve 4-year-olds?

None:	3
1:	3
2 to 5:	9
6 to 10:	4
11 to 15:	1
More than 15:	1

5. How many teaching positions in your school/district/program now serve kindergarteners?

None:	9
1:	3
2 to 5:	6
6 to 10:	1
11 to 15:	1
More than 15:	1

6. How many additional classrooms for these age groups do you anticipate will be opened in your school/district/program in the next five years?
- | | |
|---------------|---|
| None: | 3 |
| 1: | 7 |
| 2 to 5: | 3 |
| 6 to 10: | 0 |
| 11 to 15: | 1 |
| More than 15: | 0 |
7. How many such teaching positions do you have currently unfilled in your school/district/program?
- | | |
|---------------|---|
| None: | 3 |
| 1: | 5 |
| 2 to 5: | 6 |
| 6 to 10: | 5 |
| 11 to 15: | 1 |
| More than 15: | 0 |
8. How many teachers currently in preschool or infant/toddler classrooms in your school/district/program are not fully certified with Arkansas P-4 Teaching License?
- | | |
|---------------|---|
| None: | 7 |
| 1: | 3 |
| 2 to 5: | 5 |
| 6 to 10: | 4 |
| 11 to 15: | 1 |
| More than 15: | 1 |
9. Before this survey arrived, were you aware that a new Integrated Birth through Kindergarten/Special Education Teacher License will be offered by the Arkansas Department of Education?
- | | |
|------|----|
| Yes: | 11 |
| No: | 10 |
10. Are you aware that teachers holding the new licensure will be certified to work both with children who are typically developing and those with special needs?
- | | |
|------|----|
| Yes: | 4 |
| No: | 17 |
11. Are you aware that teachers holding this new licensure will be certified to teach kindergarten?
- | | |
|------|----|
| Yes: | 6 |
| No: | 15 |

12. How familiar are you with the requirements for this new license?
- | | |
|-------------------------------|----|
| Very familiar: | 0 |
| Somewhat familiar: | 1 |
| Know of its existence: | 10 |
| Am just now hearing about it: | 10 |
13. Were you aware that the training for this license will include more than 50 hours of coursework specific to developmentally appropriate pedagogy of both typically developing and special needs children from the birth through kindergarten age range?
- | | |
|------|----|
| Yes: | 3 |
| No: | 18 |
14. Were you aware that the training for this license will include field experiences specific to teaching children from birth through kindergarten in both public and private settings, including programing for children with special needs?
- | | |
|------|----|
| Yes: | 13 |
| No: | 8 |
15. Based on the above information, would you prefer to hire a teacher with this license over one with the previous P-4 license, recognizing that the P-4 will be phased out, and it required as few as three college hours specific to preschool children?
- | | |
|------|----|
| Yes: | 17 |
| No: | 4 |
16. If you answered Yes to question 15, please indicate why you gave that answer. (Check all that apply)
- | | |
|---|----|
| I recognize a need for professionals with B-K expertise to be licensed within my school/district/program. | 14 |
| I recognize that working with children of this age requires different pedagogy than training for the P-4 offered. | 11 |
| I recognize that as fewer P-4 license holders are available, I may be required to move in this direction. | 7 |
| Other (please specify). | 0 |
17. If you answered No to question 15, please indicate why you gave that answer. (Check all that apply)
- | | |
|--|---|
| The B-K license is new and untried. | 3 |
| The license has a limited range of ages. | 0 |
| I do not recognize the need for specialized training for children from birth through kindergarten. | 3 |
| I do not work within the public sector and therefore will not be mandated to use a licensed teacher. | 2 |
| Other (please specify). | 0 |

18. Please indicate the skills teachers would need to serve effectively in your place of employment as a teacher with the Birth through Kindergarten/Special Education Integrated license. (Check all that apply)

Knowledge of child development	18
Assessment of students	11
Knowledge of education law, including that specific to special education	3
Knowledge of developmentally appropriate curriculum	11
Classroom management skills	19
Behavior management skills	21
Skills related to interacting with parents and families	14
IEP development skills	6
Other (please specify)	0

19. How will this license benefit your local community, region, and/or state?

Bring more awareness and implementation of therapy and modifications in the classroom to build skills, confidence and help the children who need help before they reach the school setting. We should be teaching them what they need to know while they are learning. More children are being kicked out of preschool because there are not programs to assist.

Currently there are many licensed teachers who have no clue when it come to early childhood issues. THANK YOU!!!!

There will be better prepared teachers to meet the needs of our students.

The more training the better for the first educators of our youngest members of the community!

More well-trained teachers will benefit everyone.

This degree program will allow individuals that are interested in early childhood to get certified in this area instead of having to add it to their license later. It will increase the pool of applicants in this expanding area.

Early childhood teachers are hard to find. Good ones are hard to keep.

This will assist our district and our region by ensuring that we are able to have access to licensed teachers. It will give us the opportunity to coordinate and collaborate around coursework, internship experiences and student teaching assignments.

It will provide a better pool of teachers available for kindergarten and preschool.

The number of young children with special needs is growing along with the diversity of disabilities. Specific training for early childhood teachers would provide a stronger base as we adapt to meet the changing needs of students.

Appendix B
School of Human Environmental Sciences
Human Development and Family Sciences
Birth through Kindergarten (BRKD) Concentration
2016-2017 Catalog

Student: _____ **ID #** _____ **Advisor:** _____

University Requirements **0-1 hours**

_____ UNIV 1001 (unless exempt)

Communications **3-9 hours**

_____ ENGL 1013 Composition I unless exempt
 _____ ENGL 1023 Composition II unless exempt
 _____ COMM 1313 Public Speaking or Communication Intensive Class¹

US History or Government* **3 hours**

Mathematics* **3 hours**

Sciences* **8 hours**

Fine Arts and Humanities* **6 hours**

Social Sciences **9 hours**

_____ PSYC 2003 General Psychology
 _____ SOCI 2013 General Sociology or
 _____ HESC 2603 Rural Sociology
 _____ HESC 2413 Family Relations

Birth Through Kindergarten Concentration **71 hours**

(Grades of "C" or higher are required)
 _____ NUTR 1213 Fund. of Nutrition (F, Sp)
 _____ HESC 1423 Observation and Foundations for Teaching Young Children (F)
 _____ HESC 1501 Issues and Trends in HESC (F, Sp)
 _____ HESC 2403/2401L Infant & Toddler Development & Lab (F, Sp)
 _____ HESC 2433 Child Development (F, Sp)
 _____ HESC 2453 Analytical Approaches Res HDFS I (F)¹
 _____ HESC 2463 Analytical Approaches Res HDFS II (Sp)¹
 _____ HESC 2473/2471L Child Guidance & Lab (F, Sp)
 _____ HESC 4313 Building Family & Community Rel. (Sp)
 _____ HESC 4332/4332L Curric. & Assessment Birth-Three Yrs & Lab (Sp)
 _____ HESC 4342/4342L Curric. & Assessment 3 Yrs to Kindergarten & Lab (F)
 _____ HESC 4373 Field Experience in Birth-Kindergarten Prog. (Sp)
 _____ HESC 4383 Field Experience in Birth-Kindergarten Prog. 2 (Sp)
 _____ HESC 4453 Parenting and Family Dynamics (F, Sp)
 _____ HESC 4463 Admin. and Leadership in the Helping Prof (F)²
 _____ CIED 3023 Survey of Exceptionalities
 _____ CIED 3103 Children and Adolescent Literature
 _____ CIED 3113 Emergent and Developmental Literacy Spectrum Disorders
 _____ HIST 3383 Arkansas & the Southwest
 _____ SCWK 3633 Child Welfare: 21st Century Perspectives
 _____ SPED 4413 ABA and Classroom Management
 _____ SPED 4493 Introduction to Students with Autism
 _____ CIED 499V Special Topics in Curriculum & Instruction Education (3 hours)³

General Electives **10-17 hours**

Total Hours Required **120 hours**

OTHER REQUIREMENTS FOR HDFSBS/BRKD DEGREE
 Child Maltreatment certification

Both candidacy and retention eligibility for the Arkansas Birth through Kindergarten Integrated Licensure Program require that students meet a set of criteria listed in the catalog. These include the submission of a transcript showing a cumulative grade point average of at least 3.0, with grades of C or better in all BRKD concentration courses. Students should consult their academic advisor as they near completion of the above requirements to discuss the application process for the Integrated Birth through Kindergarten/Special Education teacher license in Arkansas.
Additional Requirements for application to teacher licensure with the State of Arkansas Department of Education:
 Praxis Core (5712 Reading, 5722 Writing, and 5732 Mathematics)
 Praxis Content (Interdisciplinary Early Childhood Education 5023 & Education of Young Children 5024)

* See University Core Requirements

¹ Please see <http://bumperscollege.uark.edu/6603.php> for a list of communication intensive courses.

² HESC 2473/2471L Child Guidance must be taken prior to enrolling in HESC 4463.

³ For teacher licensure candidacy, students must complete a CIED 499V in which the topic is in the area of Special Education.

Appendix C

Early Childhood/SpEd Integrated B-K		Course Alignment with ADE Content Competencies																				
		NUTR 1213 Fund. of Nutrition	HESC 1233 Observation and Foundations for Teaching Young Children	HESC 2403/2401L Infant/Toddler Development & Lab	HESC 2433 Child Development	HESC 2413 Family Relations	HESC 2473/2471L Child Guidance and Lab	HESC 4313 Building Family & Community Rel.	HESC 4332/4332L Curric. & Assessment Three Yrs & Lab	HESC 4342/4342L Curric. & Assessment 3 Yrs to Kindergarten & Lab	HESC 4373 Field Experience in Birth-Kindergarten Programs	HESC 4383 Field Experience in Birth-Kindergarten Programs II	HESC 4453 Parenting and Family Dynamics	HESC 4463 Admin. and Leadership in the Helping Prof	CIED 3023 Survey of Exceptionalities	CIED 3103 Children's and Adolescent Literature	CIED 3113 Emergent and Developmental Literacy	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management	SPED 4493 Introduction to Students with Autism	CIED 499V Special Topics in Curriculum & Instruction Education (Special Education)	
1. Development of Young Children, Developmentally Appropriate Approaches to Learning, and Individual Differences (with synops)	1.1 Young children's characteristics and needs from birth through kindergarten	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	1.2 Multiple influences on early development and learning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	1.3 Create healthy, respectful, supportive, and challenging learning environments	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	1.4 Positive relationships and supportive interactions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	1.5 Effective strategies and tools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	1.6 Repertoire of DAP teaching/learning approaches	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	1.7 Reflecting to promote positive outcomes for all children	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	1.8 Influence of language, culture, and family background on learning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	1.9 Respond to the needs of every child based on DAP	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	2. Learning Environments																					
	2.1 Create environments for optimum learning for all children	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	2.2 Collaboration with colleagues to create engaging environments	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	2.3 Use motivational and instructional interventions focusing on adaptation to different environments	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	2.4 Safe and appropriate interventions in crisis situations	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	3. Content Knowledge, Curriculum Building and Instructional Planning/Strategies																					
3.1 Use the central concepts, tools of inquiry, and structures of the content	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3.2 Use of DAP design, implementation, and evaluation of DAP curriculum	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3.3 Create meaningful learning progressions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3.4 Understand and use content knowledge across curricular areas individualizing for each child	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3.5 Individualize curricula for accessibility for every child	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3.6 Considering individual abilities, interests, and cultural/linguistic factors in developing instructional planning, delivery and assessment	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3.7 Using technologies to support the instructional planning, delivery and assessment	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3.8 Using assistive technologies to support the curriculum and learning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3.9 Enhance language development and communication skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3.10 Implementing a variety of education and transition plans in collaboration with individuals, families and teams	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3.11 Teach to mastery and promote generalization of learning for every child.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3.12 Teach cross-disciplinary knowledge and skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

	NUTR 1213 Fund. of Nutrition	HESC 1423 Observation and Foundations for Teaching Young Children	HESC 2403/2401L Infant/Toddler Development & Lab	HESC 2433 Child Development	HESC 2413 Family Relations	HESC 2473/2471L Child Guidance and Lab	HESC 4313 Building Family & Community Rel.	HESC 4332/4332L Curric. & Assessment Birth- Three Yrs & Lab	HESC 4342/4342 Curric. & Assessment 3 Yrs to Kindergarten & Lab	HESC 4373 Field Experience in Birth- Kindergarten Programs	HESC 4383 Field Experience in Birth - Kindergarten Programs II	HESC 4453 Parenting and Family Dynamics	HESC 4463 Admin. and Leadership in the Helping Prof	CIED 3023 Survey of Exceptionalities	CIED 3103 Children's and Adolescent Literature	CIED 3113 Emergent and Developmental Literacy	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management	SPED 4483 Introduction to Students with Autism	CIED 489V Special Topics in Curriculum & Instruction (Special Education)	
4. Assessment and Documentation																					
4.1. Goals, benefits, and uses of assessment			X			X	X	X	X	X			X					X	X		X
4.2. Use of observation, documentation, and other appropriate assessment tools			X			X	X	X	X	X			X					X	X		X
4.3. Practice responsible assessment to promote positive outcomes			X			X	X	X	X	X			X					X	X		X
4.4. Partnerships with families and with colleagues for appropriate assessment						X	X	X	X	X			X								
4.5. Select and use sound formal & informal assessments to minimize bias			X			X	X	X	X	X			X								
4.6. Interpret assessment results and guide educational decisions			X			X	X	X	X	X			X								
4.7. Use multiple types of assessment information to make decisions			X			X	X	X	X	X			X								
4.8. Engage every child to work towards quality learning and performance and provide feedback to guide them						X	X	X	X	X								X	X		X
5. Relationships and Collaboration with Families, Colleagues, and Community																					
5.1. Knowledge/understanding of diverse family/community characteristics	X			X	X	X	X	X	X	X								X			
5.2. Support, engage and empower families/communities through appropriate relationships				X	X	X	X	X	X	X								X			
5.3. Involve families and communities in children's development and learning				X	X	X	X	X	X	X											
5.4. Knowledge of Arkansas Home Visiting Network models B.K.				X		X	X	X	X	X											
5.5. Use the theory and elements of effective collaboration						X	X	X	X	X											
5.6. Ability to serve as a collaborative resource to colleagues						X	X	X	X	X											
5.7. Use collaboration and advocacy to promote the well-being of every child						X	X	X	X	X											
6. Professionalism and Ethical Practice																					
6.1. Identify and involve self with the early childhood field		X	X	X	X	X	X	X	X	X											
6.2. Uphold ethical standards & professional guidelines	X	X	X	X	X	X	X	X	X	X									X		X
6.3. Engage in continuous, collaborative learning to inform practice in using technology			X			X	X	X	X	X											
6.4. Integrate knowledgeable, reflective, and critical perspectives			X			X	X	X	X	X											
6.5. Engage in informed advocacy for young children & the profession		X				X	X	X	X	X											
6.6. Use professional, ethical principles/professional practices			X			X	X	X	X	X											
6.7. Understand how foundational knowledge and current issues influence professional practice						X	X	X	X	X											
6.8. Understand that diversity is part of children's experiences/impacting delivery of specialized services		X				X	X	X	X	X											
6.9. Participate in professional activities and learning communities		X				X	X	X	X	X											
6.10. Advance the profession by engaging in activities such as advocacy and mentoring		X				X	X	X	X	X											
6.11. Provide guidance and direction to paraprofessionals, tutors, and volunteers							X	X	X	X											

NUTR 1213 – Fundamentals of Nutrition
Section 001
Fall 2015 Syllabus

Instructor: Dr. Jamie Baum
Assistant Professor
Office: N216 Food Science Building
Phone: 575-4474
Email: baum@uark.edu

Class Day/Time: Tuesdays/Thursdays 11:00 am – 12:15 pm
Class Location: HILL 02016 (Hillside Auditorium, 902 W. Dickson St.)

Teaching Assistant: Brianna Neumann
blneuman@email.uark.edu

Office Hours: Wednesdays, 3:00 – 5:00 pm
Office Location: Arasaga's at the Law Library & FDSC E8 (by appointment only)

***All questions (course content & blackboard) and office hours will be handled by Bri Neumann**

COURSE DESCRIPTION: The functions of food, body processes, optimum diets in relation to health and physical fitness.

COURSE OBJECTIVES:

1. Discuss the various factors influencing food habits and choices.
2. Identify the various nutrients, their food sources, and functions in the body, deficiencies and toxicities.
3. Describe the principles of digestions, absorption, and metabolism of nutrients.
4. Distinguish sound nutrition principles from faddism and quackery.

COURSE MATERIALS:

- Required Text: Personal Nutrition, 9th ed (2013). M. A. Boyle and S. Long. Wadsworth.
- Additional references may be selected by the instructor will be provided as needed to supplement the class.
- Clicker

COURSE EVALUATION:

Grades will be assigned as follows (points):

- A = \geq 90% (450-500 points)
- B = 80-89% (400 – 449 points)
- C = 70-79% (350 - 399 points)
- D = 60-69% (300 – 349 points)
- F = \leq 59% (< 299 points)

Exams: Exam will be given at an indicated time ONLY. In the event of an extreme situation please contact the instructor ahead of time (if possible) and alternative examination time will be considered on an individual basis. Exam dates are set, however, the schedule of chapters covered on the final page is tentative, and may change to meet the needs of the class. The chapters covered on each exam will be made clear by the instructor before each exam. Exams will be taken on blackboard and are open book/open note. Exams will be available from **8:00 am until 4:00 pm** on the listed exam date. Exams will only be available for **1 hour** from the time you begin.

The lowest exam grade will be dropped at the end of the semester.

EXAMS

Exam 1 (50 questions/2 points each)	100
Exam 2 (50 questions/2 points each)	100
Exam 3 (50 questions/2 points each)	100
Exam 4 (50 questions/2 points each)	100
Comprehensive Final (Optional)	100
Total Points	400

EXAM POLICY

No make-up exams will be allowed without approval from Dean of Students or without an excuse for a university sanctioned activity.

Exam Schedule:

Exam #	Material	Exam Date	Start Time	End Time
1	Chapter 1 – 2	Thursday, September 10, 2015	8:00 am	4:00 pm
2	Chapters 3 – 4	Tuesday, September 29, 2015	8:00 am	4:00 pm
3	Chapters 5 – 6	Thursday, October 22, 2015	8:00 am	4:00 pm
4	Chapters 7 – 9	Tuesday, November 17, 2015	8:00 am	4:00 pm
5	Final: Chapters 10- 13			

ON EXAM DAY:

Students are responsible for finding a computer with a secured connection, NOT a wifi connection. Students are responsible for taking their own exams.

Attendance: Attendance will be monitored using Clicker. You will be allowed to miss 2 classes without penalty. There will be no make-up attendance unless you have an excused absence. **25 points**

In-Class Questions: Up to 3 questions will be asked about information covered during the lecture in each class. You will be required to submit your answers via Clicker. Only use Clicker for your own answers. Clickers used for other class members will not be counted and we will not count your answers for that class. You will be allowed to miss 2 classes without penalty. There will be no make-up questions unless you have an excused absence. **75 points**

COURSE EXPECTATIONS:

Students are expected to act as professionals. This includes:

- When a student must be absent it is his/her responsibility to:
 - Check both blackboard and UARK email for information
 - **PLEASE NOTE:** Not all class announcements may end up on Blackboard or email but will be discussed in class.
 - Check with at least 2 classmates and the TA about what was missed in class
- Students must be respectful not only to the instructor but also to their classmates. This includes, but is not limited to, the use of any mobile device.
- ****Inappropriate/unprofessional behavior may jeopardize a student's grade by 10-30% depending on the severity as deemed by the instructor**
 - ****What is considered "inappropriate"?** Using your mobile, tablet, or laptop device for anything other than the enhancement of your learning the material presented in **THIS** class. This misuse includes, but is not limited to texting, using facebook, tweeting, gaming, watching videos, checking email, posting photos taken in class, etc.
 - If you are unsure of what is considered "inappropriate" always ask the instructor.

COURSE SCHEDULE

**Order of topics and topics outlined below are subject to change as needed. Any changes will be announced in class.*

Week	Class	Day	Date	Topic
1	1	Tuesday	25-Aug	Course Introduction, Overview
	2	Thursday	27-Aug	Chapter 1: Basics of Nutrition
2	3	Tuesday	1-Sep	Chapter 1: Basics of Nutrition
	4	Thursday	3-Sep	Chapter 2: Pursuit of a Healthy Diet
3	5	Tuesday	8-Sep	Chapter 2: Pursuit of a Healthy Diet
	6	Thursday	10-Sep	Exam 1
4	7	Tuesday	15-Sep	Chapter 3: Anatomy for Nutrition's Sake
	8	Thursday	17-Sep	Chapter 3: Anatomy for Nutrition's Sake
5	9	Tuesday	22-Sep	Chapter 4: The Carbohydrates
	10	Thursday	24-Sep	Chapter 4: The Carbohydrates
6	11	Tuesday	29-Sep	Exam 2
	12	Thursday	1-Oct	Chapter 5: The Lipids
7	13	Tuesday	6-Oct	Chapter 5: The Lipids
	14	Thursday	8-Oct	Chapter 5: The Lipids/Chapter 6: The Proteins and Amino Acids
8	15	Tuesday	13-Oct	Chapter 6: The Proteins and Amino Acids
	16	Thursday	15-Oct	Chapter 6: The Proteins and Amino Acids
9	17	Tuesday	20-Oct	No Class - Fall Break
	18	Thursday	22-Oct	Exam 3
10	19	Tuesday	27-Oct	Chapter 7: Vitamins
	20	Thursday	29-Oct	Chapter 7: Vitamins
11	21	Tuesday	3-Nov	Chapter 8: Minerals and Water
	22	Thursday	5-Nov	Chapter 8: Minerals and Water
12	23	Tuesday	10-Nov	Chapter 9: Impact of Fluids and Beverages on Health
	24	Thursday	12-Nov	Chapter 9: Impact of Fluids and Beverages on Health
13	25	Tuesday	17-Nov	Exam 4
	26	Thursday	19-Nov	Chapter 10: Weight Management
14	27	Tuesday	24-Nov	Fad Diets
	28	Thursday	26-Nov	No Class - Thanksgiving
15	29	Tuesday	1-Dec	Chapter 11: Nutrition, Physical Activity, and Fitness
	30	Thursday	3-Dec	Chapter 12: The Life Cycle
16	31	Tuesday	8-Dec	Chapter 13: Food Safety and the Global Food Supply
	32	Thursday	10-Dec	Final Exam Review
17				Final Exam

ACADEMIC HONESTY: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

DISABILITY ACCOMMODATIONS: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

INCLEMENT WEATHER: If the UA is closed we will not have class. If the weather is questionable, the instructor will send notification either to Blackboard and/or your UARK email. Students may also contact the HESC main office at 575-4307.

EMERGENCY PROCEDURES: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

HESC 1423 Observation and Foundations for Teaching Young Children

Tuesday and Thursdays 9:30 to 10:45
Room 116, Jean Tyson Child Development *Study* Center
Instructor: Mardi Crandall
Office: 202 Home Management House
Office Hours: By Appointment
Office Phone: 575-5224
Email: mcranda@uark.edu

COURSE DESCRIPTION

This course is designed to acquaint the student with developmentally appropriate teaching and assessment methods for all children from birth through Kindergarten regardless of abilities, race, or ethnicity. Emphasis will be given to practical and applicable content that can be used in teaching and clinical situations. Professional goals and responsibilities that support ethics will be addressed. The student will become familiar with the theories supporting early childhood education and learn how to recognize effective programs designed uniquely for children ages birth through Kindergarten. The students will also obtain knowledge of state and federal laws pertaining to the care and education of young children

Text: *Early Childhood Education Today* by George S. Morrison, (2015) Pearson, 13th Ed.

COURSE OBJECTIVES

This course will align with the standards for instruction set forth by the National Association for the Education of Young Children and the Council for Exceptional Children (CEC). To that end, by the end of the course, students will be able to

- Examine the major roles and characteristics of early childhood teachers. (NAEYC 6a, 6c, 6d)
- Outline the philosophical foundations and historical forces that have shaped early childhood education. (NAEYC 6c,6d)
- Match the developmental principles and major milestones of children from birth to age eight to the areas of physical, emotional, social and cognitive development. (NAEYC 1a, 1b, 2b, 4b,4d,5a,5b,5c)
- Compare different types of early childhood programs (NAEYC 1c, 4c, 5a, 5b, 6d)
- Locate appropriate standards and guidelines for teaching young children (birth to age eight) within an inclusive classroom. (NAEYC 1a, 1b, 1c, 2c, 3b, 4a, 4b, 5a, 5b, 6b, 6d)
- Summarize key socio-cultural, political, and economic context forces that have had an impact on early childhood education. (NAEYC 1b, 2a, 2b, 2c, 4a, 5a, 5b, 6d)
- State the teacher's role in supporting the socialization process in young children. (NAEYC 1a, 1c, 2a, 2b, 2c, 4a, 5a, 5b)
- Collect examples of beneficial strategies which establish effective home and school partnerships. (NAEYC 2a, 2b, 2c, 3d, 4a, 4d, 5c, 6b)
- Review Arkansas-approved curriculum for young children. (NAEYC 1a, 1b, 1c, 2c, 3a, 3c, 4b, 5c, 6d)

- Write observational notes based on authentic, objective, and detailed observation that connects to planning developmentally-appropriate learning experiences. (NAEYC 1c, 2a, 3a, 3b, 3c, 4b, 5b, 5c, 6b)
- Evaluate physical environments, activities, and materials for young children birth to age eight. (NAEYC 1a, 1b, 1c, 2c, 3a, 3b, 3c, 4b, 6b, 6c, 6d)
- Demonstrate a professional work ethic (NAEYC 6b)

COURSE REQUIREMENTS/ASSIGNMENTS

Turn in all assignments by the due date. All assignments will be turned into Blackboard. Blackboard will record time of entry. Blackboard will be set to accept late submissions but the work will be docked according to the paragraph below.

Assignments will include:

- Blackboard syllabus quiz
- Readings from the text, handouts, and internet
- Four observations at the JTCDS
- A project
- An electronic portfolio page
- On-line chapter quizzes
- Final Thursday, Dec. 17 at 8:00 a.m.

Details about assignment will be found on Blackboard as the assignments are due.

BLACKBOARD ISSUES

What if you have Blackboard issues in submitting work or in signing up for an observation lab? Take control! If you encounter difficulty with the Blackboard signup, please contact the Blackboard help desk at bbhelp@uark.edu. They will help you quickly so you won't miss out on a learning activity. They are much better equipped to help than I am.

EXPECTATIONS

1. Come to class and to lab observations on time and prepared
2. Participate in class and lab. This means **turning off cell phones** and **tuning into** the class.
3. Meet deadlines.
4. Conduct yourself professionally while in the classroom and its laboratory.
5. Complete every single assignment and turn in all work on time.
6. Show respect of the others in your class.
7. Believe the instructor believes in the students and will do all she can to support their learning.
8. Complete the required lab forms and submit them to your instructor on time. (See below.)

LAB FORMS

Students in this class are required to fill out a State of Arkansas Child Maltreatment form as part of the Central Registry Check. The instructor will hand out this form at the beginning of class. It must be on file before you can observe children. Using back or blue ink, fill the form out completely, including the back. DO NOT put your signature on the form until you are standing in front of a Notary Public. These registered professionals are found at banks as well as the office of Financial Aid on campus. This form must be handed in to the instructor on time to receive full credit (50 points). Points will be docked as described for all due assignments. Do not try to upload this assignment to Blackboard.

OBSERVATION ASSIGNMENTS AT THE JTCDSC

This class includes some worksheets on observation plus four observation assignments. You will be instructed about the art of observing before the assignments are due. All observations are to be done at the JTCDRC on Douglas (to the east of the new book store). No other site will be approved. You will sign up for each separate assignment on a first come, first served basis, using Blackboard. This means you may be there at different times on different weeks. If there is a space, you may sign up as late as midnight before your lab the next day; however, early signup will more likely get you an ideal time for your schedule. Note that if you are signed up for an observation by midnight, you are responsible to be there at your appointed time the next day. If you have an emergency, remove your name from the slot and email me at mcranda@uark.edu so another student can use the slot you are vacating. You will not need a UA student smock because you will not be working directly with children for this course.

Students are not permitted to have cell phones, lap tops, and other mobile devices in the observation rooms. Unless using a CDSC camera, students are not allowed to take pictures of the children. This is to protect the children's privacy. Nor are snacks or drinks allowed in observation rooms. Please use the locker in room 123 to stow your personal belongings while you observe. Instructions are included below.

Do bring a good set of ear buds for observation. These are to be kept with you, not stored at the center.

GRADES

Blackboard Syllabus Quiz	You will take this open-book quiz as many times as necessary to get a perfect score. Points will not count toward a grade but you must make 100% to receive a grade in this class.
Four observations	100 points each for a total of 400 points
On-line quizzes	300 points total
Final exam	100 points
Project	100 points
Portfolio slide	50 points
Maltreatment form	50 points
TOTAL	1,000 points

Grades will be figured on the following basis: The final letter grade for the course will be figured as follows: A, 90 to 100% of possible points; B, 80 to 89.99%; C, 70 to 79.99%; D, 60 to 69.99%; and F, 59.99 % and below

ATTENDANCE

Your attendance in class and lab can make the difference between successful performance and failure to perform well. Everything you need to know to be successful will be available in class or you will be directed to resources in class. If you miss class, it is **your responsibility** to get instructions from the instructor or a classmate. The only way to stay fully informed is to attend class. Because much of the class experience will be based on your own experience, you cannot count on borrowing someone else's notes to make up what you've missed. **Test questions will be drawn from all portions of this course--text, lecture, guest lectures, handouts, classroom experiences, etc.** Therefore, it is imperative that you are in class for every session.

I will look at good attendance as a good faith effort in this course. If you are in class and your grade is borderline, the instructor will boost your grade to the next level. If you are chronically absent, your grade will not receive this consideration. For this reason, your attendance will be taken at most class periods.

CLASS POLICIES

LATE AND MISSING ASSIGNMENTS

It is the responsibility of students to monitor Blackboard to make sure that assignments are uploaded on time. If you find there is a catastrophe, you should email the instructor at mcranda@uark.edu to receive an excuse to submit late. The instructor is not responsible for hounding for late work. Assignments will be docked one letter grade for each day they are late, including weekends. Late assignments will not be accepted without documentation of sufficient merit (hospitalization, etc.) Late submissions will be accepted on Blackboard until the end of the course but will receive points at the Failure level after a period of 5 days late without an excuse. Work still not turned in by noon on Dead Day will receive a grade of zero. Do not leave late work in the instructor's mail box, under her door, etc. Upload all work to Blackboard.

MAKE UP EXAMS

Once a quiz due date passes, the quiz will no longer be available on Blackboard. Students who have excused reasons for missing a quiz will need to contact the instructor for reactivation of the exam.

CEA

Students who are registered with the Center for Educational Access need to talk with the instructor as early in the semester as possible. The instructor needs to be informed via email of special test accommodations at least 24 hours prior to any exam.

ACADEMIC HONESTY

There will be zero tolerance for cheating, lying, or stealing (also see Plagiarism below) in relation to assignments and actions in class and lab. The instructor will apply sanctions as outlined in the Student Handbook in such cases. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical error, etc.

PLAGIARISM AND OTHER ACADEMIC DISHONESTY

Plagiarism is using someone else's work and passing it off as your own. It is academic thievery, and it will not be tolerated by the University. You can access the UA policy at the Provost's website.

DRESS AT THE JEAN TYSON CHILD DEVELOPMENT STUDY CENTER

Parents at the JTCDC pay tuition to have their children in a wholesome, professional environment. They and their children expect that everyone there—even students—will adhere to a strict code of dress. You should wear slacks, jeans without holes, long skirts, or long shorts. Leggings/yoga pants may only be worn if your top comes down at least fingertip length, covering your rear even when you stoop over. Necklines should also be modest. You must wear shoes while at JTCDC, although for this course, closed-toe shoes are not essential as you will not be on the playground. Do not wear perfume or other scents while at the center as some children as well as adults have allergies to these.

APRONS AND SMOCKS

You will see other students wearing aprons and smocks. These are students who have direct contact with children. Students wearing tan smocks are part time student workers. Those whose smock say "UA Student" are taking a course for laboratory credit and thus working directly with the children. Because you will only be observing and not directly working with children in this course, you will not wear a smock or apron.

USING A LOCKER IN ROOM 123

Because students are not permitted to use personal items including lap tops and cell phones in the observation rooms, you should plan to put all valuables in a lockers in Room 123 during your observation time at the JTCDC. Note that lockers are not for long term use. There are a limited number of lockers—just enough for those in the building at any one time. In fact, the lockers will be cleared at least twice a week and contents dumped in the box in the office. Thus, you run the risk of losing your stuff if you don't take it with you! Instruction are posted in the room and included here for your convenience.

To lock your chosen locker—any empty locker can be used--follow these steps:

1. Find a locker that opens. It should be empty; if not, find one that is.
2. Add your coat, books, bag etc. and close the door.
3. Press C
4. Add any four-digit code of your choice. I would suggest using a number that you already have in your memory such as your birthday and year.
5. Press "On"
6. Test the door to make sure it locked. Write down your locker number so you can find it upon return.

To unlock your locker:

1. Go to the locker.
2. Press C
3. Press your four digit code
4. Press "On"

CLOSINGS

If the University is closed due to weather or other conditions, the class will not meet, and the lab will be closed. The instructor will attempt to inform her students in this case; however, this will be impossible to do if there is no electricity in the area.

If the University is closed due to a prolonged catastrophic happening, the instructor may post regular class information so that the class does not fall behind. In such a case, you will be responsible for completing this reading and/or accompanying assignments.

ACTIVE SHOOTER

If there is an active shooter situation, UA Guidelines instruct to trust your instincts to avoid, deny access, and defend. See entire suggestions at

http://housing.uark.edu/Residential_Facilities/Active_Shooter_Guidelines.php

DATE	TOPIC	DUE AT START OF CLASS
Aug. 25	An Introduction: Do you have the disposition? Are you headed for a profession?	
August 27	You and Early Childhood Education: How can you find a place working with and for children? <i>Amanda Fierst, and Kelley Humbard, and Brittany Brewer</i>	Morrison Text, read Chapter 1 Black Board Syllabus Quiz will be up on Blackboard until Sept 10.
Sept. 1	Contemporary Influences	Text, Read Chapter 2
Sept. 3	Focus on Issues	Chapter 2 continued
Sept. 8	Authentic Assessment NAEYC Code of Conduct	Chapter 3, pg. 65- bottom pg. 85
Sept. 10	Focus on Work Sampling	<i>Have invited Donia Timby</i>
Sept. 15	The Power of Observation	Chapter 3, pg. 85 – 104

Sept. 17	Writing Anecdotal –Choosing Words and Avoiding the No-Nos	
Sept. 22	EXAM One	
Sept. 24	How Did We Get Here?	Chapter 4, pg. 105-mid p. 114
Sept. 29	From Civil Rights to Current Views	Chapter 4, mid pg. 114 to end
Oct. 1	Working with Theory -- And What Does It Mean?	Read all Chapter 5 <i>Make arrangements to visit a preschool program in NW Arkansas</i>
Oct. 6	Exploring the Many Models of Preschool	Read Chapter 6 before coming to class for our in-class activity.
Oct. 8	Visit A Real-World Preschool Program in Northwest Arkansas No Regular Class Session	Before you go, review Chapter 6 to understand the various types of programs. As you visit, make notes about what approach you are viewing and how it relates to the theories you have learned about. The goal is to connect theory to action.
Oct. 13	Class Discussion: What you saw during your visit, what it meant	Bring your notes from your preschool visit to turn in at the end of class
Oct. 15	Being Professional: The Crux of the Matter	
Oct. 20	Fall Break No class	
Oct. 22	Childcare Aware	Read Chapter 7 to pg. 195
Oct. 27	EXAM TWO, Chapters 4, 5, & 6	
Oct. 29	An Eye to Environment	Chapter 7, pg. 196 to end

Nov. 3	Government Programs: Head Start	Chapter 8, pg. 204- mid 220
Nov. 5	Other Government Backing	Chapter 8, pg. 220 to end
Nov. 10	Care for Infants and Toddlers	Chapter 9,
Nov. 12	Care for Infants and Toddlers	Chapter 9
Nov. 17	Care of Preschool Children	Chapter 10
Nov. 19	Care of Preschool Children	Chapter 10
Nov. 24	Sharing Your Project	
Nov. 26	Thanksgiving Vacation	
Dec. 1	Kindergarten	Chapter 11
Dec. 3	Kindergarten	Chapter 11
Dec. 8	The Primary Grades	Chapter 12
Dec. 10	The Primary Grades	Chapter 12
Final Exam	12/17 at 8 a.m. – 10 a.m.	

TENTATIVE SCHEDULE

INFANT AND TODDLER DEVELOPMENT
Instructor Mardi Crandall
Contact mcranda@uark.edu

HESC 2403 and 2403L

Course Description

This is an introductory course covering infant and toddler development. Focus is on observation and applied experience with children 0-3, documenting cognitive, emotional, language, physical, and social development, and demonstrating developmentally appropriate practice. Corequisite: HESC 2403.

OVERVIEW The class consists of two main learning opportunities:

1. **Lecture and discussion** will be Tuesdays and Thursdays from 3:30 to 4:45 in Room 116 of the Jean Tyson Child Development Study Center.
2. As a Corequisite, students will observe children, who are between 2 months and 3 years, **at the Jean Tyson Child Development Study Center**. The children are cared for on a full time basis at the JTCDC. While in the lab, students will be supervised by faculty members and staff who are dedicated to teaching you as well as the children. The JTCDC operates as a teaching facility, but because the lives of children are at stake, the children's needs must come first. For this reason, we will be reviewing regulations and filling out the Arkansas Child Maltreatment Form. Both are required by State of Arkansas Law. Details are given below.

TEXTS

Arkansas Department of Human Services Division of Child Care and Childhood Education.
Arkansas Framework for Infant and Toddler Care. (Free by downloading from Arkansas.gov/DHS)

Wittmer, D.S. and Petersen, S.H. (2014) *Infant and Toddler Development and Responsive Program Planning: A Relationship Based Approach*.

a standard pair of earbuds, pen, pencil, paper, and highlighters in four colors are also required for this course.

LEARNING OBJECTIVES

The outcomes you can expect from this course are given below. Also you will find the corresponding Learning Standards as prescribed by both the National Association for the Education of Young Children (NAEYC). These are aligned to the teacher competencies as devised by and the Arkansas Department of Education (ADE). The competencies are also listed next to each outcome. You will need this list as we progress through the course. To view the NAEYC standards go to http://www.naeyc.org/ncate/files/ncate/Initial_2pager.pdf or to the Blackboard link.

1. Identify developmental domains (cognitive, social, emotional, and motor) while recognizing how these developments are interrelated (NAEYC 1a, 1b; ADE 1.1, 1.2,).
2. Describe the relationship between environment and development in young children. (NAEYC 1b, 1, 1c, 2a; ADE 1.3, 1.4)
3. Describe developmentally appropriate practices as they apply to infants and toddlers, including those with special needs (NAEYC 1a, 1b, 1c, 2b, 4b, 4d; ADE 1.5, 1.6, 1.9).

PAGE 2

4. Identify developmentally effective approaches and educational goals for children from zero to three years as you observe the routines and activities at the JTCDS (1a, 1b, 3 a, 4a, 4b).
5. Appropriately observe young children in a learning environment as a means of assessing development and learning the rules of confidentiality (NAEYC 3a, 3b, 3c, 4a, 6a; ADE 4.1, 4.2, 4.3, 4.5, 4.7)
6. Appropriately record observations of young children in a totally objective manner (NAEYC3a, 3b, 3c; ADE 4.1, 4.2, 4.3, 4.6, 6.2, 6.3,).
7. Write a developmental history on a child based on observations at the JTCDS (NAEYC 1b, 3a, 3b, 3c; ADE, 1.6, 1.7, 1.9, 3.1, 4.5, 4.6, 6.2).
8. Recognize positive guidance strategies for use with infants and toddlers (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d; ADE 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4).
9. Prepare a professional portfolio page that showcases the student's learning during the semester (NAEYC 3a, 3b, 3c; ADE 6.1, 6.).
10. Identify and involve yourself with the early childhood field and its ethical code as you prepare weekly reflections and an electronic portfolio page (3a, 3b, 6a, 6b, ADE 6.1, 6.2, 6.3, 6.4, 6.6).
11. Identify key safety steps appropriate for infants and toddlers (ADE 1.5, 1.7, 1.9, 2.4, 5.7)
12. Discuss the Arkansas Home Visiting Network models for B-K (ADE 5.4)

COURSE REQUIREMENTS

1. Come to class and to lab observations on time and prepared.
2. Participate in class and lab. This means **turning off cell phones** and **tuning into** the class.
3. Meet deadlines.
4. Conduct her/himself professionally while in the classroom and its laboratory.
5. Complete every single assignment and turn in all work on time.
6. Show respect of the others in your class.
7. Believe the instructor believes in the students and will do all she can to support their learning.
8. Complete the required assignments and lab forms and submit them to your instructor on time. (See below.)

LATE AND MISSING ASSIGNMENTS

Assignments will be docked one letter grade for each day they are late, including weekends. Students with a missing assignment can earn no more than a "C" in this course, despite the quality of other work. Late assignments will not be accepted without documentation of sufficient merit (hospitalization, etc.) Late submissions, although accepted on Blackboard until the end of the course, will receive points at the Failure level after a period of 5 days late. Do not leave late work in my mail box, under my door, etc. Upload to Blackboard.

ASSIGNMENT OVERVIEW (See Specifics Below)

Turn in all assignments by the due date. Turn in BOTH a hard copy and a copy uploaded to Blackboard. Late submissions will be accepted for one week, both on Blackboard and in class. After that time, late assignments will be accepted only with documentation of sufficient reason.

Assignments will include:

- Readings from the text, handouts, and internet
- Reflections (Journaling) your thoughts and feelings about your learning experiences. Tips below.
- Observations at the JTCDCS that you will incorporate into a final Child Case Study.
- An electronic portfolio page
- Two exams plus final

BLACKBOARD ISSUES

If you have Blackboard issues in submitting work or in signing up for lab, take control! Contact the Blackboard help desk at bbhelp@uark.edu. They will help you quickly so you won't miss out on a learning activity. They are much better equipped to help than I am.

CLASS ASSIGNMENTS

OBSERVATIONS AT THE JTCDCS

Observations of infants and toddlers take place on campus at the JTCDCS on Douglas (to the east of the new book store). No other site will be approved. Sign up for lab a week at a time to allow for flexibility. It is best to be there at different times on different weeks. If you are signed up for a lab by midnight, be there at your appointed time the next day. If you have an emergency, remove your name from the slot so that another student can use it. You are responsible for assigned times.

We will start observing at the JTCDCS the week of Jan. 26 to give both University students and children some time to adjust. Sign up will be open weekly on Blackboard at 8 a.m. on each Friday beginning Jan. 23, effective for the following week. You will be responsible for:

- A single, 1-hour of general observation (the first one) to be completed by class on Feb. 5
- 8, 1-hour observations focused on your assigned child, and
- 1, 1-hour observation in your focus child's room (May 1 or after) This is NOT part of your report.

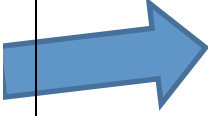
Be fully engaged in the process while you are there. This means you are not checking your phone, studying for another course, or chatting with others. Always bring ear buds to hear what the teachers and children are saying and the observation sheet available on Blackboard. The staff at JTCDCS work with infants and toddlers to teach you. Embrace the experience for all it's worth. The curriculum coordinator, Debra, will pop in and out to see if you have questions. You may ask her questions. If teachers are in the observation room, you may ask them questions about best times to observe. **DO NOT ask details about your child's development.** You will not be asked to be in charge of children or to change diapers.

Your attendance is kept electronically by thumbprint identification and admittance to the building is by University ID. **You are responsible for keeping track of your total hours of lab time.** In addition, some paperwork will be handed out to you in class. You will return it TO YOUR INSTRUCTOR TO BE ALLOWED TO OBSERVE CHILDREN IN THE LAB. It is required by Arkansas State Law for the safety of the children.

Tips for Observation are found on Blackboard.

FOUR REFLECTIONS

Good teachers, therapists, and nurses are reflective. In other words, they *think* about their students, clients, and patients. The most effective of professionals write down their thoughts in a process called *reflection*. Why bother? Because we know that reflection and being intentional about that process supports children's progress. Reflections give you an opportunity to analyze your thoughts. Send six reflections to me over the course of the semester. Follow these instructions and the boxed material below for effective reflections:

- 
- Over the semester, post a total of 4 reflections in the text box in your Blackboard section titled "Reflections." Upload Reflection One by Jan. 18 at midnight. **Each post should be at least 300 words.** Talk about *your thoughts* (see more tips in the box below) about what you see and hear in class and/or lab. Full credit is not given for partial work. Do NOT ask questions about the course or use this as a place to critique the course. This is about what you think about subject matter we cover. There is *always* something to think about and something to write about.
 - If this is a week you are doing one of the 6 required reflections, send it to Blackboard any time during the week with a deadline of **12 midnight on Sunday. Do not send a reflection on Spring Break week.** ONLY submissions for which the due date is met will be given full credit.
 - I will read your reflection but may not respond.**
 - Save your work on your hard drive or if you don't have a computer, on a stick.** You will be NEED these for your documentation project and your Child Case Study (see below).
 - The first reflection is due by one minute before midnight Jan. 20. After that, you may space them out over the semester with the last reflection accepted April 24. Only one reflection can be submitted per week. In other words, space your submissions out over the semester.

Your reflections will not be graded. **They will be graded** on basis of length, timely submission, correct, and content pertaining to this course. Express your feelings and why you have them without fearing a grade! What should you write (and not write) for a reflection? See the box below for details.

REFLECTIVE WRITING SHOULD HELP YOU GAIN YOUR OWN INSIGHTS ABOUT THE CHILDREN YOU OBSEVE. To meet this goal:

- Acknowledge and embrace personal roadblocks to being fully open to the situation--such as personality, racial, or cultural conflicts--as a means of working through them.
- Analyze the questions you have about children or the class procedure. What are the underlying reasons you feel as you do? How were you challenged through the experience to examine your past belief?
- Sometimes try to take the perspective of the child or staff member you are considering. Could they have a socially constructed viewpoint that is different than yours? What is it?
- Explore the possible alternatives. Why does a child behave a certain way? How could staff address the behavior?
- DO NOT GIVE a diary description of what you see or did. Reflections are NOT lab notes about a child. Don't say, "I did this, and I saw that." Those types of observations are lab notes, not reflections. You will use such notes to prepare your child history report but not to reflect.** Instead, write mainly about the questions above, how you *felt*, and what you *thought* about.
- Stuck for an idea? Look at the reflective questions offered in the gray shaded "Reflective Practice" section in each chapter of your text book.

CHILD CASE STUDY ASSIGNMENT—AN EXAMINATION OF YOUR UNDERSTANDING

The Child Case Study assignment assesses your ability to use observation as a tool to form a developmental portrait of an assigned focus child. It is a summary portrait of the development you have witnessed in **one** child at the JTCDSK during the semester. You will not be permitted to use children outside of the JTCDSK for observation. Your Child Case Study will be graded using a rubric as attached.

This assessment seeks to assess the following NAEYC Standards for your professional preparation:

Standard 1 addresses your understanding (1a) of young children’s characteristics and needs, (1b) and of multiple interacting influences on children’s development and learning, (1c) to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 3 assesses your understanding (3a) of the goals, benefits, and uses of assessment, (3b) of the uses of assessment strategies such as observation, (3c) of your understanding and practicing responsible assessment to promote positive outcomes for each child, and (4c) knowing about assessment partnerships with families and other professionals.

Prepare your material using these 6 steps:

1. Your Child Study should begin with a **cover sheet** giving your name, the course title, **and** the **FIRST NAME ONLY** of your focus child. Also include the number and letter of the NAEYC standard(s) **you** have achieved for your own professional development in doing this assignment, using the NAEYC Standards title and number as presented in class and shown just above.
2. **From here on out, refer to your child not by name but by first initial only.** Begin with a section headed, “Methods.” This will be a 1-page introduction that introduces the focus child whom you have observed during the semester. Include date of birth and a physical description. Also describe your process of observing this child, the methods you used to gather the data. Type every page double spaced in Word using **12 pt. Times New Roman**, with 1-inch margins.
3. Following the introduction, begin a detailed description of what you have seen in the lab in **each** of the developmental domains. Headings should begin 1” from the top of the page and say “Social,” “Emotional,” “Physical,” and “Cognitive/Intellectual,” starting *each topic on a new page*. Follow each heading **with 2 pages** (no more, no less) of specific behaviors you have seen in the lab sessions to illustrate each development. **Include the date** you saw each behavior to illustrate development. In the Social section, be sure to discuss signs you saw indicating the temperament and in the Emotional section, discuss your focus child’s style of attachment based on what you have observed. Support these assessments using the objective examples that you have seen at the lab. This section will be primarily objective because you are reporting the objective observations you have made. However, you may find this exercise partly subjective as well because you will be making some judgment about what domain is being illustrated or how you would classify the illustrations. Thus, your assessments are based on objective observations that support your ideas.
4. Following these developmental sections, start a new sheet with the heading, “Strategies for Positive Outcomes.” Based your observations, write a 2-page summary of **your interpretations** of what your examples may mean and how you would suggest using this information to plan an educational strategy for your focus child. Use the developmental scales we discussed in class to discuss whether the development is on target or delayed. Also look at the strategies given in the Arkansas Framework. Looking back over your material on social development, for example, what do you think it indicates about the child’s social development? In what ways would you suggest that the teacher plan to meet the unique needs of your focus child? What would you suggest the teacher should do to best support his child’s learning? This section is mostly **subjective**.

5. After you have covered all developmental domains, head the final section with the words “Personal Reflection.” In at least one full page, include your assessment about your learning as you observed at JTCDS. What did you learn? How will you be able to use what you have seen?
6. Attach the grading rubric and copies of your lab sheets to your hard copy with a binder clip **and** hand it in at class by the due date. Please don’t expect me to staple/clip your work for you or keep up with loose sheets. **ALSO** submit your work (minus lab sheets) by the due date on Blackboard in addition to the hard copy given to me in class.

Child Case Study Mini Example:

On October 6th I observed, G. (1/29/10) pick up a shovel and walk around the playground with the shovel in hand. She put the shovel down and walked away. G then picked up the chalk and held it in her left hand. She stepped up to the blackboard deck and put the chalk to the board, but then put it back down. This was a typical example of G’s solitary play at the beginning of the semester. This was not because she didn’t get along with her classmates, but simply because she has not yet become interested in what they are doing. During the semester, I saw her interest in other children increase. For example, on Nov. 18, G. was hand in hand with a buddy, W., walking toward the sandbox ...

ELECTRONIC PORTFOLIO ASSIGNMENT

Increasingly, prospective employers want to see a portfolio of your University work. Increasingly, students who use such portfolios in their job searches are getting jobs over students who have not prepared such pages. This portfolio page is about you and your learning this semester.

For that reason, you will prepare a page that you can use in your job search—and possibly, for other classes. Follow these steps:

1. Create a single PowerPoint page that will document **your** learning in **this course this semester**. It should be created in PowerPoint format because that is the format most commonly used in business. Begin the top of the page with the **course title and the date** you took the course and **NAEYC Standard(s)** (both number and short title of the NAEYC standard) that you feel you accomplished this semester. The standards you would most likely choose are printed in this syllabus. (See Case Study instructions.)
2. The page should include at least one picture from the lab, ideally one which shows you recording your observations, etc. It must not show any likeness of a child that could be recognized.
3. The type size should be sans serif, at least 16 point and should highlight **YOUR** learning experiences in the class and in the lab in a brief paragraph. **IT SHOULD NOT INCLUDE YOUR FOCUS CHILD’S NAME OR ANYTHING SPECIFIC TO YOUR FOCUS CHILD.** Instead, focus on assessment of YOUR DEVELOPMENT and how you see the course experiences supporting **you** in your career.
4. Upload your finished portfolio page in Microsoft PowerPoint to Blackboard by the due date (See schedule). Test your upload to see that it indeed does open.

POLICIES

ATTENDANCE

Your attendance in class and lab can make the difference between successful performance and failure to perform well. Everything you need to know to be successful will be available in class or you will be directed to resources in class. If you miss class, it is **your responsibility** to get instructions from the instructor or a classmate. The only way to stay

fully informed is to attend class. Because much of the class experience will be based on your own experience, you cannot count on borrowing someone else's notes to make up what you've missed. **Test questions will be drawn from all portions of this course--text, lecture, guest lectures, handouts, classroom experiences, etc.** Therefore, it is imperative that you are in class for every session. Furthermore, attendance will contribute to your grade as outlined below.

WEATHER POLICY AND OTHER POSSIBLE CLOSINGS

In the event of inclement weather or other adverse conditions, the class may be cancelled by the University. It will always be cancelled if the University has closed. (In the rare event that the JTCDSO is closed but the University is open, lab observations are cancelled, of course.) In the event the University of Arkansas closes, the absence will not be counted against you. Office of University Relations posts appropriate inclement weather information to the University's web site (<http://www.uark.edu>), via the RazALERT emergency communications system (<http://emergency.uark.edu/>), and through notification of local and regional media.

If the University is closed due to a prolonged catastrophic happening, the instructor may post regular class information so that the class does not fall behind. In such a case, you will be responsible for completing this reading and/or accompanying assignments.

LATE AND MISSING ASSIGNMENTS

Assignments will be docked one letter grade for each day they are late, including weekends. Students with a missing assignment can earn no more than a "C" in this course, despite the quality of other work. Late assignments will not be accepted without documentation of sufficient merit (hospitalization, etc.) *Late submissions, although accepted on Blackboard until the end of the course, will receive points at the Failure level after a period of 5 days late. Do not leave late work in my mail box, under my door, etc. Upload to Blackboard.*

GRADES

Because this class requires attendance for understanding, your attendance will be taken. In the event that your grade is on the border (within .09 of the next grade), your attendance will be evaluated as the determining factor. Credit for attendance will only be given to students who are there for the entire class period (unless prior arrangement is made), are awake, and are tuned into class rather than a cell phone.

The final letter grade for the course will be figured as follows: A, 90 to 100% of possible points; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; and F, 59 % and below

Assignments

Six Weekly Reflections (at least one week apart)	90 points
Child Case Study	200 points
Two exams	200 points
Final	100 points
4 reflections correctly spaced through semester	200 points
Electronic Portfolio Page	60 points
	+
Total	850 points

All of the assignments are explained in this Class Guide. If you have questions, please consult the guide. If you have additional questions, please ask in class so that all may benefit from the explanation.

ACADEMIC HONESTY

Plagiarism is using someone else’s work and passing it off as your own. It is academic thievery, and it will not be tolerated. The University of Arkansas Academic Integrity Policy will be printed. It is available on the Provost’s web page. If you are not sure what constitutes plagiarism, please visit:

wps.prenhall.com/hss_understand_plagiarism_1 as well as links on UA home page.

The instructor also expects you to complete work on your own, not with a buddy or with aid of a sorority/fraternity file. If it is suspected that your work is not your own, the instructor will adhere to the University of Arkansas policy.

SPECIAL ACCOMODATIONS

If you will need accommodations concerning your learning style or needs, please contact the instructor, ideally within the first two weeks of class, so adaptations can be made.

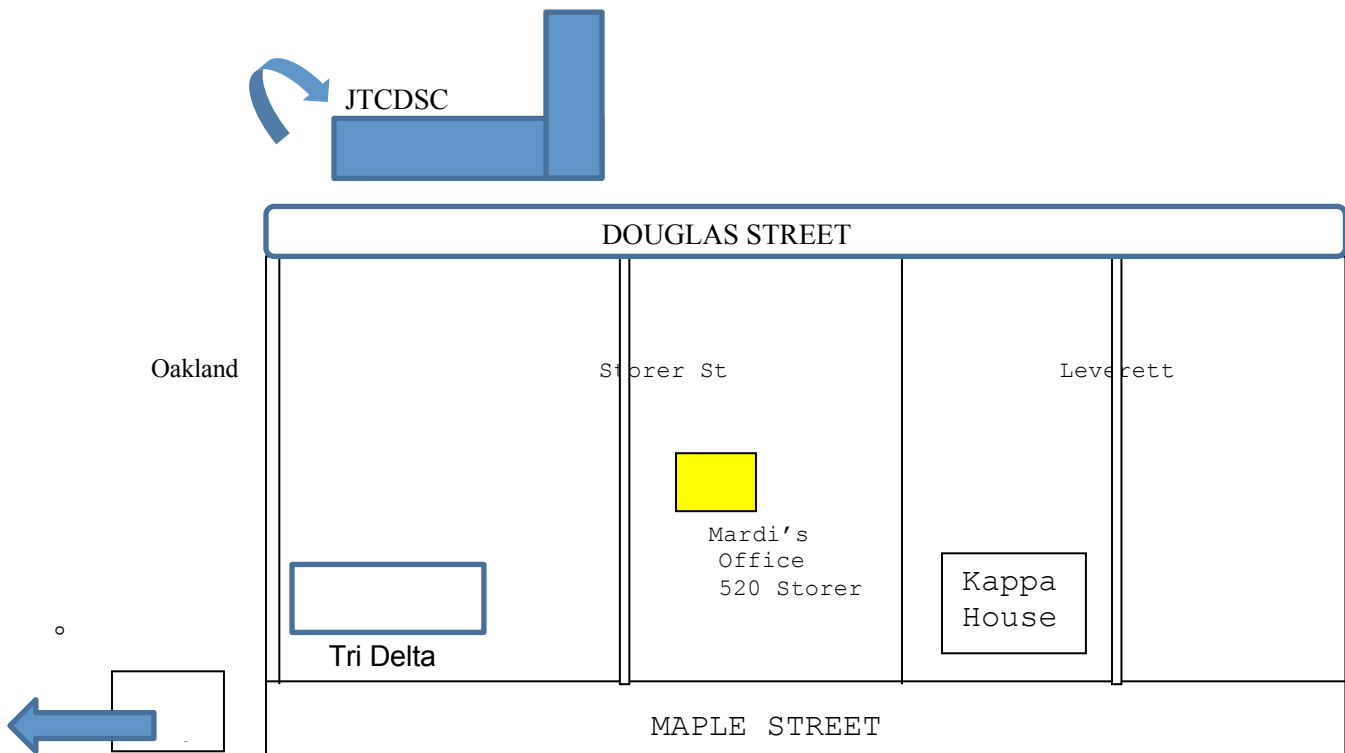
DRESS WHILE AT JTCDS

Please dress conservatively while at the Jean Tyson Child Development Study Center. This means no bootie shorts, low cut tops, or logos on tee shirts that might be questionable to some parents. Low cut tops are also a no-no for what should be obvious reasons. Parents and teachers have a right to expect a professional look from those who are around their children. Pants—even jeans--and longer shorts are okay as long as they are clean and have no holes. Athletic shorts are not okay.

In addition, please do not wear perfume or other scents while at the Center. Some children are allergic to such scents. When you are in the classroom with children, do not wear jewelry, as children may pull on or even bite items that look like toys to them.

If you wear objectionable clothing, you may be sent out or asked to put on scrubs over your clothing.

LOCATION OF JEAN TYSON CHILD DEVELOPMENT STUDY CENTER & MY OFFICE



TENTATIVE TOPIC OUTLINE

Note: It is every student’s job to keep up with reading assigned in this outline and any changes the instructor may announce in class. Exam dates will be honored as printed. *Please calendar your exam dates now and do not expect further announcement to be made.* In case of discrepancy between the following outline, and the narrative above, we will follow the outline below.

NOTE: Material about children with special needs is embedded in your reading for most topics below.

DATE	TOPIC	ASSIGNMENT DUE BY CLASS TIME
Jan. 13	Introduction to Course An Intro to Relationship-based Approaches	Download and print your syllabus and bring it to class. Receive the Child Maltreatment Form. Also download, print, and bring a copy of the “Tips” sheet from Blackboard. This is a VITAL session.
Jan. 15	Understanding what happens at JTCDSC:	Read preface and Chapter 1 of your text. It will help you understand some of what you will see in this course. Meet at the Jean Tyson Child Development Study Center for a tour. Read Chapter 1, of Wittmer text. Don't forget to upload your Reflection One to Blackboard by midnight of Jan 18.
Jan. 20	Observation and Why You Should Care about It How to sign up for observation sessions	Read text, Chapter 4 Upload your weekly reflection to Blackboard by midnight of Jan 18.(See instructions in the syllabus.) DO NOT MISS THIS CLASS SO THAT YOU WILL UNDERSTAND HOW TO DO FUTURE ASSIGNMENTS.
Jan. 22	Trying Your Hand at Observation	Meet again at Jean Tyson Center, room 116. We will use the facility at JTCDSC to practice what we have learned. Bring ear buds. Don't have any? They are available at the UA book store for a nominal price. Take them to lab every day that you go. Observation rooms will be available for your observations starting the week of Jan. 26. Make your reservation each week by signing up on Blackboard starting at 8 a.m., Jan. 23. Instructions are given in the syllabus. Observation One will be due by class time on Feb. 5.
Jan. 27	Play and Why It Is Important	Download and read: http://www.communityplaythings.com/resources/articles/RoomPlanning/WisdomOfPlay.pdf DUE: YOUR NOTARIZED CHILD MATREATMENT FORM. Note: assignment due for next class session.
Jan. 29	Routines and Why They Are Important	Read Information on routines found at: http://www.zerotothree.org/child-development/social-emotional-development/love-learning-and-routines.html Write a paragraph on which outcome of routines you consider most important and why. Bring to class.

DATE		
Feb. 3	The Arkansas Framework for Infant and Toddler Care The basis of our practice The template of your case study	DUE TODAY: Go to site given below. Download and save to your hard drive or stick. the <i>Framework for Infant and Toddler Care</i> . Copy first page and bring to class to turn in with your name on it. http://humanservices.arkansas.gov/dccece/dccece_documents/infantframework.pdf
Feb. 5	Beginning at the Top	Read Text pgs. 86-mid 93; 105 DUE: Your first lab observation.
Feb. 10	Motor Development: The Milestones	Read Text, Chapter 10
Feb. 12	Motor Development: Sensory Considerations	Text, Chapter 10 Continued Open the following website and download material on developmental milestones, for newborns, 1-, and 2-year-olds. Bring to class and be ready to work with this material when you get to class. http://www.cdc.gov/ncbddd/actearly/milestones/index.html Note: important assignment for next class due Feb 17.
Feb. 17	Health and Safety	Read text, Chapter 11 Read about infant and toddler health and safety at this web address: http://www.cdc.gov/parents/infants/ Prepare: 15 quick-answer (but no yes/no or T/F) questions on material from reading assignment. Put one question per index card with answer on the back of the card. Repeat on 15 cards. 3 bonus points for exam if you are prepared at the beginning of class.
Feb. 19	<u>EXAM</u>	Material from beginning of class to now Bring 2 no. 2 pencils, 2 pens, no hats, no water bottles. Be prepared to leave book bag at front of room.
Feb. 24	RIE, PITC, and Other Philosophies / Theories (relating to infant and toddlers development)	Materials will be provided in class.
Feb. 26	Social Development; An overview	Read text, Chapter 7 <i>Arkansas Framework for I & T, Strand I</i> http://www.naeyc.org/files/yc/file/McMullenWeb709.pdf (copy and paste in browser to open)

Mar. 3	Emotional Development: Attachment	Read text, Chapter 6 <i>Arkansas Framework for I & T</i> , Strand II Please do not miss this important session.
Mar. 5	Emotional Development: Dealing with Emotions	Arkansas Framework, Strand IV
Mar. 10	Social Development: Promoting Positive Social Development in a Diverse World and What to Do When It's Not	Text, Chapter 7 Arkansas Framework, Strand III
Mar. 12	Social Development: Temperament	IMPORTANT SESSION! PLEASE DO NOT MISS! Re-Read text from "Attributes" on page 117 to bottom page 119. Arkansas Frameworks, Strand IV
Mar. 17	Nutrition for Infants And Toddlers—A Link to Attachment	Read Text, pages 540-544, pages 119-121 and http://www.elynsatter.com/resources/relationship.pdf Divide your paper into 2 columns. In one column write things you agree with from the Satter article (link above), and in the other, write the points you disagree with. Bring to class today.
Mar. 19	EXAM	All material since last exam Bring 2 pencils, no hats, no water bottles
March 24 March 26	Spring Break	No Reflections due this week!
Mar. 31	Creative Expression	This session will help prepare your next exam.
Apr. 2	Intellectual Development —Piaget and Vygotsky	Text, Chapter 8 Framework, Strand VI Have you completed your 6 required reflections? Deadline Approaching!
Apr. 7	Intellectual Development — The Issues in a Diverse World	Text, Chapter 8 Last of 6 Reflections is DUE soon.

Apr. 9	Communication— A Vygotskyan Approach to Stages & Words	Read: Text Chapter 9 Also download http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dli_background_info.pdf
Apr. 14	Documentation: Telling the Story	Learn how to complete your electronic portfolio assignment. Be there so that you will know how to finish the project.
Apr 16	Atypical Development Working with children who have special needs	The role of the early childhood professional when development is not typical. Text, Chapter 15
Apr. 21	Prenatal Development And Birth	Text Chapter 5 from page 93 to page 105 DUE: CHILD CASE STUDY , Upload to Blackboard. Bring hard copy (with lab notes attached with a binder clip to the case study) to class.
Apr. 23	New Born Period	Read Chapter 5 from page 104 to end
Apr. 28	Working with Families	Text, Chapter 2 DUE: PORTFOLIO ASSIGNMENT Upload to Blackboard, bring hard copy To class.
Apr. 30	Working with Infants and Toddlers	Text, Chapter 2
May 1	Dead Day	
	Final	Final will be given as found on ISIS. Find the time under your schedule listed on ISIS.

Rubric for Child Case History YOUR NAME :

	50 points	40 points	30 points	20 points	0 points
Instructions about format and deadline are followed	All instructions have been followed concerning contents, formatting and deadline—including length, typeface, type size, stapled etc.	One aspect of instructions was not followed concerning formatting—including length, typeface, size, stapled etc. Or deadline not met by 1 day.	Two aspects of instructions were not followed concerning formatting—including length, typeface, size, etc. Or deadline not met by 2 days	Three aspects of instructions were not followed concerning formatting—including length, typeface, size, etc. Or deadline not met by 3 days.	More than three aspects of instructions were not followed concerning formatting—including length, typeface, size, etc. Or 4 or more days late.
Observations are correctly and thoroughly completed	All observation lab sheets are thoroughly done and included with study. Lab attendance records correspond to	One observation is missing or is not thoroughly done. OR one lab observation cannot be electronically verified.	Two or more observations are missing OR 2 lab sessions are not verified on attendance record.	Three of the observations are missing or lab attendance for three or more labs cannot be electronically verified.	Four lab sessions were not attended or four or more lab sheets are not included.
Developmental Domains	Each developmental domain of child shows you have a firm grasp of each area. You have correctly applied your observation notes to illustrate the domain, including dates. All domains are full 2 pages	Work shows evidence that you mostly understand all domains or you have incorrectly applied 1 or 2 anecdotes that do not illustrate the domain. One domain is short, not full 2 pages	Work shows some evidence that you understand domains or you have used 3 or 4 anecdotes that do not illustrate the domain intended. 2 domains are short.	Work fails to show evidence of a firm understanding domains or you have incorrectly applied anecdotes in 5 to 6 cases. Three domains are short, not full 2 pages	Developmental domains are not included or don't show evidence of firm understanding of the domains or you have not applied suitable anecdotes to illustrate domains
Linked observation to suggested plan for classroom instruction	You have used your observational findings and Arkansas Framework to suggest DAP strategies for the child.	You have suggested mostly DAP strategies to use with your child based on your observations but have included 1-2 inappropriate strategies..	You have used your observational findings to suggest some DAP strategies But have included 3-4 inappropriate strategies.	None of the strategies you suggest are DAP	No plan is included
Reflection Page at end of case study	Follows all formatting and content instructions. Reflection reflects feeling.	Error in formatting or content in one to two cases.	Failure to consider important issues for reflection as outlined in Guide instructions	Reflection is not well done on any level—content, formatting, etc.	No reflection has been included.

Total Possible Points is 200. A = 200- 180 points, B 179.0 to 160 points, C= 157.9 to 140 points; D= 139.9 to 120 points, and F = less than 120 points.

HESC 2413 – Family Relations

Fall 2015

MWF 9:40-10:30

Giffels Auditorium 201

Instructor: Dr. Becnel, Assistant Professor
Office: HOEC 210, School of Human Environmental Sciences
Phone: 575.2358
E-mail: becnel@uark.edu
Office Hours: MW 1030-11:30

COURSE CATALOG DESCRIPTION: Courtship, marriage, and parenthood in the United States, with attention to cultural and psychological factors which affect relations among family members.

REQUIRED MATERIALS:

Olsen, D., DeFrain, J., & Skogrand, L. (2010). (7th Ed.) Marriages and families: Intimacy, diversity, and strengths. New York: McGraw-Hill---Family Relations Packet via Bookstore

You are required to read the assigned chapters from the text and other reading materials prior to coming to class; other reading materials will be provided by the instructor and are posted on Blackboard.

BLACKBOARD:

- The syllabus, other required readings, assignments, grades, CLICKER ID and additional class materials will be linked to the appropriate sections as it appears on Blackboard (<https://learn.uark.edu/>). Any changes to the class schedule and assignments will also be noted on the website.

LEARNING OBJECTIVES:

1. Identify and describe families and their development, including what makes strong families.
2. Understand the social context of intimate relationships and families in society.
3. Identify and describe the role that gender, communication, and economics have in functional individual, marriages and family systems.
4. Understand the diversity of family forms and structures that are present in contemporary world culture.
5. Explain the challenges and strengths of diverse family forms within our world culture.
6. Explain family challenges and strengths, including family stress and coping mechanisms.
7. Identify and explain the role of media and technology in the functioning of individuals and families.

COURSE REQUIREMENTS:

Exams (80% of your grade) – There will be 3 exams over the course of the semester. Students are expected to take the test on the scheduled date and time of the class. The exams will be based on the readings, lectures, films, guest speakers, and class discussions. Subject material covered in class that is not covered in the reading will be on the exams. The exams will be a combination of multiple choice and true/false questions. Exams will be taken online, via Blackboard. Study guides will be placed on Blackboard prior to the exam.

Makeup Exams: Make-ups are rare and granted at the instructors discretion. Make-ups will be considered on a case-by-case basis. Students will be asked to provide written documentation in order to make-up work. **IF ILLNESS FORCES YOU TO MISS AN EXAM, YOU MUST CONTACT ME AS SOON AS POSSIBLE TO CLARIFY WHY YOU WERE ABSENT (ONLINE) AND BRING ME A SIGNED MEDICAL EXCUSE AS SOON AS YOU ARE ABLE.** Since exams are online, you should have no excuse for taking the exam at the allotted time. Make-up exams will be different from the original exam given in class. The only acceptable excuse for missing an exam without prior notification is a medical emergency. In the case of a medical emergency, documentation must be provided within 24 hours of missing the exam. There are no exceptions to this rule.

Class participation (20% of your grade) – The use of CLICKERS will be used as additional activities during class. Students must be present to receive credit for in-class assignments/activities. In class participation (and clickers) is highly encouraged and expected from all students. Ideas should be expressed in a respectful and constructive way to enrich debate and discussion about issues. We will use CLICKERS for some in-class participation and quizzes, so **PLEASE BRING YOUR CLICKER TO CLASS EVERYDAY!** If you do NOT bring your clicker, you will not be counted in attendance. No excuses—**PLEASE DO NOT ASK.** One to four missed classes will be excused (=100%), but after that, your grade is deducted for each missed class (for example, 5 missed classes = 95%; 6 = 90%, etc). Too many missed classes can hurt your grade. If your clicker does not work early on in the semester, you must tell me after class and email me that day, otherwise I will not know whether you were actually in class. However, I will not do this after 2 weeks, so keep checking Blackboard to make sure you are getting points for being in class with your clicker. Telling me after the fact will not help you. We will have practice sessions to make sure everyone's clicker works, including putting names up on the screen. I do not accept excuses after 2 weeks in the semester. It is your responsibility to make sure your clicker is working throughout the semester. If it breaks, get it fixed ASAP, and let me know.

GRADING

At the end of the semester your grade will be assigned based upon where your percentage falls within the following general categories:

A	90% and above
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	59% and below

EXPECTATIONS FOR STUDENTS:

- Method of instruction will include (but are not limited to): lectures, group discussions, CLICKERS, online (e.g., internet), published media (e.g., professional journals, magazines, books), and videos.
- E-mail is the official means of communication to inform about changes to the class schedule, class requirements, and other issues. Please use your UArk email and course number when emailing me: becnel@uark.edu.
- Attendance: When absent, you are responsible for all readings, work, materials, assignments, etc...If you miss a class, you are expected to get the notes from a fellow students or on Blackboard (NOT THE INSTRUCTOR).

CLASS POLICIES:

Disruptive Behavior

- Behaviors such as passing notes, whispering to other students during class, sleeping in class, allowing cellular phones to go off during class, texting, reading newspapers, arriving late or leaving early are disruptive to the class and will not be tolerated. Moreover, the instructor maintains the right to close the classroom door at the beginning of lecture. Accordingly, students that arrive late will not be allowed to enter the classroom

Student Disability

- Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Support Services (<http://sss.uark.edu/>) to the instructor. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided.

Academic Honesty

- As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Emergency Procedures: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

~Violence/Active Shooter (CADD):

- **CALL-** 911
- **AVIOD-** If possible, self-evacuate to a safe area outside the building. Follow direction of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police its safe.
- **DEFEND-** Use chairs, desks, cell phones, or whatever is immediately available to distract and/or defend yourself and others from attack.

HELP

- In this course, we will discuss many topic, some of which could raise painful or important personal issues for you. If you are in some way distressed by any topic we discuss in class and would like to talk with someone, I encourage you to contact Counseling and Psychological Services (CAPS). If you have questions or would like to arrange an appointment, call 575.CAPS (2277). (<http://health.uark.edu/CAPS/>)

Inclement Weather Policy

- Classes will be dismissed for inclement weather only on those days when the University of Arkansas implements the Inclement Weather Policy. The implementation of this policy will be announce in regional media.

Week	Date	Topic	Reading & Assignments
1	8/24	Intro to course	SYLLABUS (BLACKBOARD)
	8/26	Introduction to Intimate Relationships	Ch. 1
	8/28	Theory and Research	Ch. 3
2	8/31	Research Methods	Ch. 3
	9/2	Flirting	PP. 253-268; pp. 277-289
	9/4	Dating	PP. 253-268; pp. 277-289
3	9/7	Labor Day Holiday	NO CLASS
	9/9	Dating	PP. 253-268; pp. 277-289
	9/11	Singlehood & Cohabitation	pp. 286-292; 317-323; Ch. 11
4	9/14	Mate Selection	pp. 289-297
	9/16	Alcohol and Relationships	pp. 436-443
	9/18	Alcohol and Relationships	pp. 436-443
5	9/21	Friendship	pp. 247-253
	9/23	Communication	Ch. 4; Ch. 5
	9/25	Communication and Conflict	Ch. 4; Ch.5
6	9/28	Conflict	Ch. 5
	9/30	EXAM 1	ONLINE
	10/2	LGBT Families	pp. 501-551; PDF Blackboard
7	10/5	LGBT Families	pp. 501-551; PDF Blackboard
	10/7	Marriage	Ch. 11
	10/9	Marriage	The Story of Us
8	10/12	Marriage	The Story of US
	10/14	Parenthood	Ch. 12
	10/16	Parenthood	Ch. 12
9	10/19	Fall Break	NO CLASS
	10/21	Parenthood	Ch. 12
	10/23	Family Crises	Ch. 14
10	10/26	Breaking Up	pp. 552-555
	10/28	Divorce/Blended Families	Ch. 15
	10/30	EXAM 2	ONLINE
11	11/2	Culture & Interracial Dating	Ch. 2; pp. 291-294
	11/4	Culture & Interracial Dating	Ch. 2; pp. 291-294
	11/6	Gender Roles	Ch. 7
12	11/9	Gender Roles	Ch. 7
	11/11	Miss Representation	Documentary
	11/13	Miss Representation	Documentary
13	11/16	Eating Disorders	pp. 556-563
	11/18	Tough Guise 2	Documentary
	11/20	Tough Guise 2	Documentary
14	11/23	Killing Us Softly	Documentary
	11/25	Thanksgiving Holiday	NO CLASS
	11/27	Thanksgiving Holiday	NO CLASS
15	11/30	Sexual Assault	pp. 419-442
	12/2	Intimate Partner Violence	pp. 419-442
	12/4	Obesity & Relationships	Lecture
16	12/7	Depression & Suicide	pp. 34-38
	12/9	Generation Me	Lecture
	12/11	Dead Day	No Class
17	12/14-12/18	FINAL EXAM 3 ONLINE	You can take the exam all week

HESC 2433: Child Development

Spring 2015
T TH 12:30–1:45 pm
Arkansas Union, Room 424

Dr. Glenda Revelle
Associate Professor
Office: HOEC Room 212A
Office Hours: TWTH 2:15 - 3:15 pm and by appointment
575-2192
grevelle@uark.edu

Grad Assistant: Kara Kaiser
Office Hours: MTW 10:30 am - 12 noon and by appointment
kkaiser@uark.edu

Course Description

In this course, we will explore the physical, cognitive, social and emotional development of children, birth through middle childhood. There will be an emphasis on cultural influences on development. The course begins with an overview of the underlying principles and theories of human development and methods for studying development, and then follows chronologically from prenatal development through middle childhood.

Required Textbook

Lightfoot, C., Cole, M., and Cole, S. *The Development of Children*. Worth Publishers: NY, Seventh Edition (2012).

Course Objectives

This is an introductory course in Child Development. My goals in this course are to help students: (1) question and consider your assumptions about child development coming into the course; (2) reflect on your own childhood and your parents' parenting styles, and relate your own experience to the material covered in the course; (3) maintain a curious and questioning attitude regarding the theories and research taught in the course, to come to understanding; (4) think about how you might apply the concepts covered in the course to your teaching or other work with children and/or your parenting. The most important point is learning about key concepts in child development, and thinking critically about how you might apply those concepts in your own interactions with children.

As a result of taking this course, students will be able to:

1. Identify and provide thoughtful analysis of classic and contemporary theories of human development.
2. Describe the methodologies of developmental science and identify methodological issues in reports of developmental research.
3. Describe development during each of these time periods: Prenatal, Infancy, Early Childhood, Middle Childhood.
4. Identify and trace the central issues of developmental science across the age range: factors affecting development, plasticity, continuity/ discontinuity, individual differences.
5. Describe development in each of the following four areas across the age range: Physical, Cognitive, Social, Emotional.
6. Understand and describe the interaction between biological, social, cultural and environmental forces influencing children's development.
7. Understand and explain the effects of contexts on development: Physical Environment, Family, Peers, Neighborhood/Community, School, Media, Culture.
8. Describe methods for systematically observing and recording behavior underlying developmental concepts discussed in class.

Course requirements

Reading assignments

Reading assignments are listed in the Class Schedule at the end of this syllabus, and should be completed **before** the class meeting for which they are assigned.

Exams

There will be 4 exams, each covering 3-4 chapters of the textbook. We will only cover Chapters 1-13 of the text in this course; we will not cover Chapters 14-15 on Adolescence. All exams will be 50 multiple choice questions. Students are required to bring two #2 pencils and Scantron form #4521 for all exams.

Final Exam: The final exam (not comprehensive, covers Chapters 11-13) will be on **Tuesday, December 15, 1:00 pm - 3:00 pm.**

Recognizing and Reporting Child Abuse: Training for Mandated Reporters

All students in HESC 2433 are required to complete **Mandated Reporter Training**, which is administered online and takes about an hour or so to complete. Details of how you may complete this requirement will be provided on Blackboard. The certificate you receive for completing this training must be submitted to Blackboard **no later than October 15**. You will receive **5 bonus points** if you submit your certificate to Blackboard by **October 1**.

Child Observations

There will be **two** Child Observations, the first to be conducted in class on October 22 (attendance on this date is required), and the second to be conducted in November at the Jean Tyson Child Development Study Center on campus. Students will be given an outline to guide observation in each session and will turn in their observation notes/reflection as assigned. Observation notes/reflection are worth a maximum of 50 points for each observation session.

Blackboard

	Point Breakdown	Total Points Possible	% of Total Grade
Any changes to the syllabus or assignments will be posted on the class Blackboard account. All announcements and assignments will be posted on the Blackboard website			
Attendance/Participation	Extra credit	50	bonus
Additional Extra Credit	Various opportunities		bonus
Exams	4 exams @ 100 points each	400	80%
Child Observations	2 reports @ 50 points each	100	20%
Total		500	100%

Grading Scale:

90-100%	A	(4.00)	70-77%	C	(2.00)
88-89 %	B+	(3.33)	68-69%	D+	(1.33)
80-87%	B	(3.00)	60-67%	D	(1.00)
78-79%	C+	(2.33)	< 60%	F	(0.00)

Attendance

There will be assignments to be submitted to Blackboard based on the material presented in each class. **Attendance/participation points awarded for these assignments are all extra credit, bonus points.** Since they are bonus points, there is no way to make them up if you need to miss class for any reason, even if excused. In addition there will be other opportunities to earn bonus points, which I will announce throughout the term.

Late Assignments

Attendance/participation assignments and any other extra credit/bonus assignments may not be submitted late. If Child Observations are submitted late, 5 points will be subtracted for every day late.

Make-up Exams

Students must make every possible effort to take exams on the scheduled date. Make-up Exams will only be allowed with a doctor's note or documentation of a university sponsored trip.

Learning Accommodations

If a student has any disabilities that will require some accommodation by the instructor, documentation from the Center for Educational Access these must be made known to the instructor during the first or second week of the course. All requests for special considerations related to attendance, assignments, taking examinations, etc. must be discussed with and approved by the instructor prior to completion of the 3rd week of the course.

Academic Integrity

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- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

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HESC 2433 CLASS SCHEDULE, FALL 2015

WEEK 1 INTRODUCTION TO CHILD DEVELOPMENT

Aug 25 Course Overview
Aug 27 Film: **Babies**

WEEK 2 Chapter 1

Sept 1 Central Issues in Development, Theories
Sept 3 Research Methods

WEEK 3 Chapter 2

Sept 8 Biological and Cultural Inheritance
Sept 10 Biological and Cultural Inheritance

WEEK 4 Chapter 3

Sept 15 Prenatal Development and Birth
Sept 17 Prenatal Development and Birth

WEEK 5 EXAM #1

Sept 22 Practice Test/Review
Sept 24 Exam #1 (Covers Chapters 1-3)

WEEK 6 Chapter 4

Sept 29 Film: The Baby's Brain
Oct 1 The First Three Months

WEEK 7 Chapters 5, 6

Oct 6 Physical and Cognitive Development in Infancy
Oct 8 Social and Emotional Development in Infancy

WEEK 8 EXAM #2

Oct 13 Practice Test/Review
Oct 15 Exam #2 (Covers Chapters 4-6)

WEEK 9

Oct 20 Fall Break
Oct 22 **Child Observation #1 (in class, required)**

WEEK 10 Chapters 7 & 8

Oct 27 Language Acquisition
Oct 29 Physical and Cognitive Development in Early Childhood.

WEEK 11 Chapters 9, 10

Nov 3 Social and Emotional Development in Early Childhood
Nov 5 Contexts of Development in Early Childhood

WEEK 12 EXAM #3

Nov 10 Practice Test/Review
Nov 12 Exam #3 (Covers Chapters 7-10)

WEEK 13 Chapter 11

Nov 17 Film: **Age Seven in America**
Nov 19 Physical and Cognitive Development in Middle Childhood

WEEK 14

Nov 24 **Child Observation #2 Due**
Nov 26 No class - Thanksgiving Break

WEEK 15 Chapters 12, 13

Dec 1 School as a Context for Development in Middle Childhood
Dec 3 Social and Emotional Development in Middle Childhood

WEEK 16

Dec 8 Film: **21 Up America**
Dec 10 Practice Test/Review for Exam #4 (covers Chapters 11-13)

Final Exam: (covers Chapters 11-13) Tuesday, December 15, 1:00 pm - 3:00 pm

**HESC 2453: Analytical Approaches to Research in HDFS I
(Research Methods)**

Fall 2015

T TH 3:30–4:45 pm

Maple Hill South, Room 145

Dr. Glenda Revelle

Associate Professor

Office: HOEC Room 212A

Office Hours: TWTH 2:15 - 3:15 pm and by appointment

575-2192

grevelle@uark.edu

Course Description

In this course, we will explore critical thinking and analysis skills and the ways in which they apply to research in the area of Human Environmental Sciences. There will be an emphasis on learning to read social science research reports critically and evaluating them analytically. In addition, we will explore concepts employed in designing and carrying out research studies. Students will learn to design research projects utilizing a variety of methodologies.

Required Textbook

Paul D. Leedy & Jeanne Ellis Ormrod, ***Practical Research: Planning and Design***
Pearson, Paperback (Tenth Edition, 2012)

Course Objectives

Upon successful completion of this course, students will demonstrate:

- the ability to read critically and evaluate social science research reports
- an understanding of general research concepts and the various designs employed to address different kinds of research questions
- the ability to formulate testable research questions
- an understanding of basic properties related to defining, measuring, and manipulating variables (e.g., scales of measurement, reliability, validity)
- an understanding of different research methods (e.g., observational, interview, experiment) used in the systematic study of human behavior
- an understanding of different developmental designs (e.g., longitudinal, cross-sectional, and sequential designs)
- an understanding of the concepts of correlation and causation, and the ability to recognize whether research conditions permit an interpretation of causality or mere association

Course requirements

Reading assignments

Reading assignments should be completed before the class meeting for which they are assigned.

Attendance/Small group activities

Class attendance is required, and class participation counts toward one third of your grade. During most class periods there will be small group activities. Students will be graded on participation. Absence from class results in a 0 for that day's participation.

Written assignments

There will be three short writing assignments. Guidelines and grading rubrics for these assignments will be provided. All written work must be neat, coherent, and grammatically correct. The U of A writing center (Kimpel Hall, room 315, 575-6747) is available to proof your papers and assist with grammatical or writing style problems. Visit the U of A writing center on-line at <http://uark.edu/campus-resources/qwrtcntr>.

Exams

There will be 3 short-answer exams.

Final Exam: The final exam be a multiple choice exam that is administered on Tuesday, December 15, 3:15-5:15 pm.

Grading

Course requirements will contribute the following percentages to your grade.

	Point Breakdown	Total Points Possible	% of Total Grade
Attendance/Small Group Activities	10 points per class session	150	30%
Short Papers	3 short papers @ 50 points each	150	30%
Exams	4 exams @ 50 points each	200	40%
Total		500	100%

Grading Scale:

90-100%	A	(4.00)
88-89 %	B+	(3.33)
80-87%	B	(3.00)
78-79%	C+	(2.33)
70-77%	C	(2.00)
68-69%	D+	(1.33)
60-67%	D	(1.00)
< 60%	F	(0.00)

Make-up Exams/Late Papers

Students must make every possible effort to take exams on the scheduled date. Make-up Exams will only be allowed with a doctor's note or documentation of a university sponsored trip. Likewise, it is extremely important to turn in papers on time. Ten points will be deducted for every day that a paper is late.

Learning Accommodations

If a student has any disabilities that will require some accommodation by the instructor, documentation from the Center for Educational Access these must be made known to the instructor during the first or second week of the course. All requests for special considerations related to attendance, assignments, taking examinations, etc. must be discussed with and approved by the instructor prior to completion of the 3rd-week of the course.

Blackboard

Any changes to the syllabus or assignments will be posted on the class Blackboard account. All announcements, readings, and assignments will be posted on the Blackboard website. **All students are responsible for checking the Blackboard site on a daily basis.** To find the class Blackboard account, go to <http://learn.uark.edu> and click on HESC 255V-002. If you have any questions about Blackboard, please call: **479.575.6804**. Monday - Thursday: 8am-5pm and 8pm-10pm; Friday: 8am - 5pm; Sunday: 4pm - 11pm.

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<http://vcfa.uark.edu/policies/fayetteville/vcfa/2100.php>

HESC 2453 CLASS SCHEDULE, FALL 2015

WEEK 1

Aug 25 Introductions and Baseline Assessment
Aug 27 Course Overview

WEEK 2

Sept 1 **Chapter 1**
Critical Thinking and Analysis Skills
Small group activities: Observing, Inferring, Predicting, Classifying
Sept 3 **Critical Thinking and Analysis Skills**
Small group activities: Deductive and Inductive Reasoning, Point of View, Research-based evidence, Facts vs Opinions

WEEK 3

Sept 8 **Chapter 2**
Asking and Answering Research Questions
Small group activities: Formulating Testable Research Questions
Sept 10 **Asking and Answering Research Questions**
Small group activities: Developing Hypotheses

WEEK 4

Sept 15 **Chapter 2**
Asking and Answering Research Questions
Small group activities: Identifying Variables
Sept 17 Practice Test/Review

WEEK 5

Sept 22 **EXAM #1, Chapter 4**
Exam #1
Sept 24 **Defining, Measuring & Manipulating Variables**
Small group activities – Data: Operationalizing Variables

WEEK 6

Sept 29 **Chapter 4 (cont.)**
Defining, Measuring & Manipulating Variables
Small group activities - Scales of Measurement: Nominal, Ordinal, Interval/Ratio
Oct 1 **PAPER 1 DUE**
Defining, Measuring & Manipulating Variables
Small group activities - Validity and Reliability

WEEK 7

Oct 6 **Chapters 4, pp. 327-328**
Ethical Standards for Human Subjects
Small group activities – Informed Consent
Oct 8 **Critiquing Research Reports**
Small group activities: Critiquing Research Questions, Hypotheses, and Variables

WEEK 8

Oct 13 **Chapter 6**
Qualitative Research Approaches
Small group activities: The Clinical Interview
Oct 15 **Collecting Data**
Small group activities: Narrative vs. Structured Observation

WEEK 9

Oct 20 Fall Break
Oct 22 Practice Test/Review

WEEK 10	EXAM #2, Chapter 8
Oct 27	Exam #2
Oct 29	Correlational Studies Small group activities: evaluation of headline claims, analysis of support for claims of causation vs. mere association
WEEK 11	Chapters 8
Nov 3	PAPER 2 DUE Survey Methods Small group activities: sampling and survey design.
Nov 5	Survey Methods Small group activities: critiquing a survey.
WEEK 12	Chapter 9
Nov 10	Experimental Method Small group activities: In class demonstration experiment
Nov 12	Experimental Method Small group activities: Controlling variables
WEEK 13	EXAM #3
Nov 17	Practice Test/Review
Nov 19	Exam #3
WEEK 14	pp. 327-328
Nov 24	Critiquing Research Reports Small group activities: Critiquing Research Questions, Hypotheses, Variables, and Research Methods
Nov 26	No class - Thanksgiving Break
WEEK 15	Chapter 10
Dec 1	Mixed Methods Small group activities: Ethnography vs. Experiment
Dec 3	Mixed Methods Small group activities: Longitudinal vs. Cross-sectional design
WEEK 16	REVIEW
Dec 8	PAPER 3 DUE Review
Dec 10	Review
Final Exam: Tuesday, December 15, 3:15 pm - 5:15 pm	

Analytical Approaches to Research II (HESC 2463)
Syllabus
Spring Semester, 2015
T/Th 8:00am to 9:15am
HESC 0005

Instructor: Timothy S. Killian, Ph.D.

Office: Home Management House

Phone: 575-7214

Email: tkillian@uark.edu

Office Hours: Wednesday ~ 930am to 1030am Thursday ~ 300pm to 430pm By Appointment

Course Description: This course is an introduction to analytical approaches to research in human development and family sciences and will examine the principles and practices underlying the development of knowledge in the field. Emphases in this course will be on conducting and evaluating data analyses relevant to human environmental sciences majors. Students will become critical consumers of data and develop basic skills to analyze and interpret their own data. Prerequisite: HESC majors only and HESC 2453.

Textbook: Levin, J., & Fox, J. A. (2010). *Elementary statistics in social research: The essentials* (3rd ed.). Boston: Allyn & Bacon.

Objectives:

After successfully completing this course, students should:

1. Articulate an empirical approach to knowledge in social science.
2. Identify levels of measurement.
3. Organize data to prepare them for analyses.
4. Develop a basic knowledge of how to find or create data for research.
5. Gain a basic vocabulary for discussing statistical procedures and their meaning.
6. Compute measures of central tendency and interpret their meaning.
7. Compute measures of variability and interpret their meaning.
8. Compute and present descriptive statistics of data.
9. Understand concepts underlying probability and the Normal Curve.
10. Estimate population parameters using confidence intervals.
11. Test hypotheses using t-tests, ANOVA, and Chi-squares.
12. Compute correlation coefficients and interpret the meaning of them.

Exams:

There will be two exams: a midterm and a final exam. To do well on the exams, students will have to do two things: compute statistics based on the procedures and formulas presented in class and write a paragraph describing the results and what they mean. Each exam is worth 25% of your grade. Taken together exams are worth 50% of your grade.

Research Project:

Each student will complete a research project. Students are responsible for identifying data to use in their research project, although I can provide considerable assistance with that. The research paper is expected to be between 7-10 pages of text with accompanying tables (not included in the text page expectations). The paper will be worth 25% of your grade.

Homework/Quizzes/Class Presentations

During the course of the semester, there will be homework assignments, quizzes, and class presentations. Many, but not all of these, will be based on your research project. All of the homework/quizzes/presentations together will be worth 25% of your grade.

Overview of Grades and Grading Scale

Midterm Exam	25%
Final Exam	25%
Research Project	25%
Homework/Quizzes/Presentations	25%

Total	100%

Grading Scale

90% to 100%	A
80% to 89%	B
70% to 79%	C
60% to 69%	D
59% and below	F

Academic Honesty

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

Americans with Disabilities Act

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Inclement Weather Policy

Classes will be dismissed for inclement weather only on those days when the University of Arkansas implements the *Inclement Weather Policy*. The implementation of this policy will be announced in regional media. If class is cancelled on an exam day, the exam will be on the next day that we have class. If any assignments are due on a day that is cancelled, those assignments will be due the first day class is back in session.

Emergency Procedures

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- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Blackboard

Class announcements, calendar, communication, quizzes, and modules will be available on the course website. It is important that you are familiar with this website and are able to use it. We will go over this in class.

Tentative Due Dates

Mid-Term	March 19
Project	April 9
Final Exam	Tuesday, May 5 (8am to 10am)

HESC 2473 / 2471L – Child Guidance
Fall 2015
MWF 12:55 - 1:45 a.m.
ARKU 423

Instructor: Laura Herold, Ph.D.

Clinical Assistant Professor of Human Development & Family Sciences

Office: 205D, Home Economics Building

Office Phone: 575-5162

Email: lkherold@uark.edu ([This is the best way to reach me](#))

Office hours: By appointment. Please do not hesitate to contact me!

Course Description

This course has two components, a lecture/discussion/activity period and a concurrent laboratory period that is scheduled at the UA JTCDS. It is designed to give students an opportunity to observe and work with children from birth to five years of age in an NAEYC-accredited program. It is taught using a constructivist approach. Understanding how to guide children's behavior is a crucial part of being able to teach or parent. This understanding is basic to teaching or working with young children age birth to eight. In addition, this course will assist those who plan to take the Praxis Exams for teacher licensure.

Prerequisite

HESC 2433 Child Development

Course Textbook

Marian, M. (2014). *Guidance of young children, Ninth edition*. Upper Saddle River, NJ: Merrill/Pearson.

Required Materials

A set of stereo headphones (preferred) or ear buds

Lab

The laboratory time is assigned in class. Students will spend 1 hour 45 minutes in lab each week. The UA Jean Tyson Child Development Study Center (UA JTCDS) is located at 924 West Douglas Street. Debra Laningham Modisette serves as Interim Executive Director for Educational Programs (575-6288, dlaningham@uark.edu).



Course Objectives (Aligned with the Arkansas Department of Education teacher competencies, which are themselves linked with the NAEYC Standards for Teacher Preparation and the Competencies for Early Childhood/Special Education Integrated Birth-Kindergarten)

By the end of this course and with a passing grade, students will be able to:

- State typical behaviors for young children according to their ages and development. (ADE 1.1, 1.2, 1.8, 1.9)
- Categorize temperament traits and other rationales for various behaviors of birth through eight, including children with special needs. (ADE 1.1, 1.2, 1.4, 1.7, 1.8, 1.9)
- Plan appropriate child-centered classroom environments to support children birth through eight including children with special needs. (ADE 1.1, 1.2, 1.3, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4)
- Provide examples of family involvement opportunities that build relationships between program and families. (ADE 1.8, 3.10, 4.4, 5.1, 5.2, 5.3)
- Analyze purposes and types of objective observation used in the early childhood setting, birth through eight, including children with special needs. (ADE 1.7, 4.2, 4.3)

- Practice and demonstrate responsible assessment through the use of a variety of observation and appropriate assessment tools for birth through eight, including children with special needs (ADE 1.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)
- Evaluate different behaviors of children birth through eight, including children with special needs (ADE 1.1, 1.2, 1.7, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8, 5.1)
- Interact positively with children, birth through eight including those with special needs. (ADE 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.3, 3.5, 3.9, 4.8)
- Apply guidance principles and the use of developmental check lists to monitor child readiness and engagement in all content areas for children birth through eight, including children with special needs. (ADE 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.3, 3.2, 3.4, 3.5, 3.6, 3.7, 3.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)
- Design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes for children birth through eight including children with special needs (ADE 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 6.8)
- Identify with the profession and its ethical code (ADE 6.1, 6.2, 6.5, 6.6, 6.7, 6.9, 6.10, 6.11)
- Integrate reflective and critical perspectives on early education practices (ADE 6.3, 6.4, 6.5, 6.7, 6.9, 6.11)

Arkansas Department of Education/NAEYC Standards for *your* Professional Preparation

I am charged by the Arkansas Department of Education and the National Association for the Education of Young Children to prepare professionals who have been trained to meet standards set by those organizations. NAEYC is also teamed with NCATE, which accredits our College of Education and Health Professions.

The ADE, NAEYC and NCATE have formulated standards for your preparation. You will need to have an understanding of what those standards are. Detailed discussions are available on documents provided on Blackboard.

Teaching Philosophy

Ample research indicates that we learn best by being engaged and involved in the learning experience. Therefore, this class seeks to involve students, not just lecture them. We will use discussions, interaction activities, simulations, informal surveys, and real world experience as we seek to understand parenting and family dynamics in contemporary family systems in the United States today. This is a constructivist approach to teaching. In your work with families and children, you will be called upon, again and again, to relate to families which come in a variety of forms and deal with a variety of issues. Rote learning of facts will do you little good. Rather, you will need to be ready to function appropriately, in a way that meets the needs of clients of all ages. Responsibility to learn rests squarely upon you.

Policies

Equal and respectful treatment The University faculty, administration, and staff are committed to providing an equal education opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted upon this campus.

Expectations

- **Class attendance** is required to write reflective papers, be successful on exams, and participate in class activities, some of which may have points given without prior notice. These assignments will count as part of your class grade. Students will be required to sign the attendance sheet or other class activity during each class session. An attendance grade will be figured based on the percent of classes attended. This grade will carry a similar point value as one exam. It is not possible to make up in-class exercises or attendance points. In the case of extraordinary situations such as hospitalization or family crisis of extreme proportion, the instructor will work with the student on a case-by-case basis. Oversleeping, shopping needs, car repair, vacations, weddings, family get-togethers, moving, or animal care are not considered extraordinary situations.
- You will receive a **Child Maltreatment Form** in class. Fill it out except for the signature line. Do not sign it until you are standing before a notary public, who must witness your signature and apply his/her stamp or seal attesting to that. The office of Financial Aid, local banks, and court houses are good sources for finding a notary. The form is required by DHS licensing before a student is able to work with children in the lab. **The form is due to me before you begin lab the week of August 31st.**
- A **T.B. skin test** is **NOT REQUIRED** due to recent changes to licensing regulations based on Center for Disease Control (CDC) recommendations.
- **It is expected that each student will be responsible for reading the assignments before class.** We will be discussing the readings as well as other material. There will also be engaging activities that will apply the information from the text and class lectures. You will have time to think and to be an active learner. When students are not prepared for class, we can't have discussion or effective, interactive learning.
- You are required to attend lab each week on your designated day/time for the full 1 hour 45 minutes. Leaving lab early or not being actively engaged in the classroom will result in loss of points toward your lab grade. You will use the electronic check-in system at the JTCDS to record your attendance, and your attendance grade will be based on the data in this system ONLY. **Failure to use the system will not excuse loss of attendance points.** One third of your weekly lab time will be spent in observation and two thirds will be spent interacting with children in the classroom. To fully gain from your lab experience, do the following: be prepared by reading the text and lab assignment; ask questions of me, the teaching staff, Mary Bassett, and Debra Modisette; take initiative in the classroom and participate in all activities; allow the staff to direct you. Please be prepared for the teaching staff to mentor you in the lab – they are there to help you!

Professional behavior

Students are expected to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDSO Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Failure to comply with these requirements may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and lab. Respect yourself, UA property and facilities, fellow students, and the instructor. *During class and lab do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for cleaning up after yourself. The JTCDSO teachers do not have time to police you. Be responsible for yourself. **Turn off and put away cell phones both in class and lab.** Do not bring mace or pepper spray into the JTCDSO. Water in covered containers only may be allowed in the classroom.

Academic honesty

“Maintaining the integrity of the academic process at the University of Arkansas should be of utmost importance to the entire university community. Academic dishonesty undermines the value of university degrees, hinders scholarship, and impairs intellectual progress” (University of Arkansas, 2011). There will be zero tolerance for cheating, lying, or stealing in relation to assignments, actions, and attendance in class and lab. The instructor will forward any academic integrity infractions to the Academic Integrity Monitor. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see me if you are unsure about what constitutes academic dishonesty.

Due dates

Due dates are given on the attached schedule and are to be respected. Late work will be collected with sufficient documentation that supports the late work and at the instructor’s discretion. The grade will be penalized by 5% per each day late, including weekends and non-class days.

Dress and Food

Come ready for activity and dress appropriately for lab. Remember, we will be working with children whose parents expect professionalism. Children deserve this respect. Wear closed-toe shoes that will stay on your feet during activity. Wearing slick-bottomed shoes or heels will prevent easy movement, particularly on the playground. Wearing flip flops and open-backed sandals tends to interfere with quality interaction with children. Short shorts or short skirts, yoga pants or tights, low-cut or backless blouses, or midriff blouses are not to be worn in the lab because they also inhibit the quality of your interaction with children. You will be required to wear an apron while at the lab school. If you are dressed inappropriately for lab, you will be asked to leave and will not receive credit for the lab. Please do not wear t-shirts with slogans that may offend others, such as tobacco or alcohol ads. **Do not** bring food, candy, gum, coffee, or soft drinks into the lab or class room. It is not appropriate to have these things when the children cannot. There is a water fountain you may use at the JTCDSO.

Special Accommodations

If you have need for a note-taker, extra time on tests, or other considerations due to a special need, please see me immediately about any accommodations needed. If you require special exam accommodations, please notify me *at least a*

week before ***each*** exam. You must register with the Center for Educational Access (<http://www.uark.edu/ua/csd/index.html> 575-3104) in order for learning accommodations to be employed.

Weather

The JTCDSO and/or class may be canceled due to inclement weather. The JTCDSO will close only if the University closes. Listen for announcements on T.V. and radio. Sometimes, the JTCDSO will open late or close early. Call 575-7000 for an all-university announcement. Consult KUAF Radio 91.3 FM or at the UA website (www.uark.edu). All ISIS and BASIS accounts will be notified through the RazALERT system.

Assignments

All assignments must be turned in to receive an A in this class. Even if your points add up to an A average, you will not receive an A unless all assignments are submitted. This is because the work is carefully planned to build mastery and understanding. The following are assignments with established deadlines:

1. **Child Maltreatment forms** – Due no later than August 31st or before your first lab session (**15 points**)
2. **Child Description Form** – This is your first lab assignment, to be completed during your first lab experience (week of August 31st. Please see Blackboard for detailed instructions for completing the Child Description Form. Due to Blackboard September 12th (**25 points**)
3. **Observations** – You will submit your observations on the form provided each week at lab. (**130 points**)

Guidelines:

- Complete weekly observations of the children during your lab period, using the assigned observation time. Be objective and detailed.
- Use **ONLY** the **lab Observation form**. Follow the guidelines as directed on the form. Submit Observations at lab at the conclusion of your lab time each week.
- Highlight any questions in your observation sheet if you would like me to comment.
- Most observation periods will net about 3 pages of notes, with a **minimum of 2 pages**.
- Strive for detail. It is the detail that will help you understand children's behavior.
- Include what you see and hear on the Objective side of the form. Write exactly what unfolds before you. Do not write **WHY** you think it's happening on the objective side.
- The **WHYS** of the behavior, other ideas, questions, and revelations may be noted in the Subjective column.

Lab Focus Assignments

Following your first week in lab, you will have Lab Focus Assignments intermittently throughout the semester. The Lab Focus Assignment will be the focus of your observations for that week, and should be a part of next reflections paper, as well. You will incorporate the lab focus into your Observations and Reflections. Please see Blackboard for detailed instructions for completing each Lab Focus Assignment.

- 4. Reflections** – You will submit to Blackboard your reflections on your experiences in class and lab **two (2)** times over the course of the semester. **(30 points each, for a total of 60 points)**

Guidelines:

- Understand that reflecting simply means “thinking and writing about your thoughts.”
 - Reflect **on both your class and lab experiences**.
 - Respond to the Lab Focus Assignments in your Reflections. Discuss completely and thoroughly the observations you noted based on the Lab Focus Assignment.
 - Ask yourself reflection questions such as: What did I learn from this reading/activity that will help me as a professional? How do the different philosophies presented in the chapter/class/readings affect me personally? How will this information affect the way I will teach and/or parent? Have I had personal experiences that relate to this information? What concepts from the class support my thoughts? Check the end of each chapter for further ideas for reflections.
 - It is not acceptable to submit reflections simply on what you “liked” or “disliked” about class or lab. You must support your reflections with course content and examples.
 - Write a minimum of 2 pages but not more than 3 pages, using experiences from the lab and class.
 - Use correct spelling, grammar, and sentence structure. Spell Check! Grammar Check!
 - Use Times New Roman 12pt font, double spaced, at least 2 but no more than 3 pages in length.
- 5. Anecdotes** - Using material recorded earlier in your Observations, prepare two anecdotes. Type these, double spaced, in Times New Roman font. Submit these to Blackboard. The anecdote itself should be ½ to 1 page long, no longer, double-spaced. Headers are not included in length requirement. Your anecdotes should be about **positive, developmentally appropriate experiences** you see or you experienced with a child at the JTCDS. Please see Blackboard for more detailed instructions on completing the Anecdotes. **(25 points each)**
- 6. Electronic Portfolio Slides** – These electronic portfolio slides begin to showcase your competence and are essential for NCATE/CAEP requirements for teacher licensure. During Child Guidance, you will be required to add 3 slides/pages to your documentation. Please see Blackboard for more detailed instructions for completing the Electronic Portfolio Slides. **(60 points)**

7. EXAMS

This course includes **2 exams**. The exams will be objective, based on knowledge of subject matter and the ability to apply it. They may include situational essays to test the ability to comprehend and apply knowledge, assimilate, synthesize and evaluate scenarios.

[Make-up exams are given at the discretion of the instructor and only if the instructor is notified in advance of missed exam date. Make-up exams may differ significantly from the exam given in class and will be given only in case of illness or emergency, and only with appropriate documentation. Make up exams will be held in my office (Home Economics Building, Room 205D) unless there is a reason to move to another location.]

8. Child Guidance Consultation

This assignment assesses your ability to apply your knowledge of child development and guidance strategies to toddlers and preschoolers. You will work in groups to respond to a current guidance-related classroom challenge submitted by a JTCDSO teacher. The final product is a consultation report (10-15 pages) that is both submitted for assessment using the rubric to be found on Blackboard and presented back to the teachers in order to assist them in best practice techniques. (Due XXX. Please see Blackboard for detailed instructions for completing the Child Description Form.)

Formatting and Submission:

All written assignments must be double-spaced, with 12 point Times New Roman font and one-inch margins.

Please save each assignment like this: “last name_assignment name” and upload to the C-Tools drop box. For example, my submission for a descriptive review would be: Herold_Descriptive Review. Assignments must be submitted by 11:59 pm on the day they are due.

It is your responsibility to turn work in on time on Blackboard. If you have Blackboard trouble, work with the kind folks at bbhelp@uark.edu. Blackboard submissions will remain open past the due date but will be marked “late” if the due date is not met and the grade will be docked accordingly. (See below).

Grades:

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59% or less.

Lecture Assignment	Points
In-Class Activities/Attendance	100
Reflections	60
Electronic Portfolio 3 slides/entries/pages	60
2 Exams	200
Child Guidance Consultation	180
Total	600

Lab Assignment	Points
Child Maltreatment form by August 31 st or first lab	15
Attendance, punctuality, professional behavior in lab	130
Anecdotes	40
Child Description	25
Observations	120
Total	330

V. LAB AT THE JEAN TYSON CHILD DEVELOPMENT STUDY CENTER

Students attend lab to observe and participate in The U of A Jean Tyson Child Development Study Center (JTCDSC) for one hour and forty-five minutes each week. It is important that every student view his/her time at the JTCDSC as a **professional opportunity**—because it is. Act as a professional and dress as a professional. Please follow the schedule below with great care. To earn credit for each lab session, you must arrive on time and be fully engaged the entire lab session. Arriving late or leaving early will result in loss of points.

You are expected to stay on task—whether you are working with the children or observing them. Do not engage your fellow students in conversation that keeps them from meaningful observation or interaction time. The time you have with children is precious. Use it to everyone's advantage. **Make your experiences there meaningful by being fully engaged. Observe the teachers, ask questions, take initiative, and take direction.** Student parking is **not** available at the JTCDSC. However, you may use the Garland parking deck or Razorback Transit, which offers a stop nearby to the JTCDSC.

It is crucial that you **bring your U of A ID, ear buds or headphones** (without a mic works best) each and every time. Please avoid bringing oversize backpacks as they do not fit in the lockers in which your things must be stored. If the lockers are full or the locker door won't close, please put your things in room 149 in the cabinet by the door out of reach of children.

You must clock in and out of your lab at the JTCDSC and leave your observation notes in the provided folder in order to receive credit for that lab session. If you experience any problems with the equipment (e.g., listening stations or Procure system used to clock in and out), please notify Mary Bassett or Doug Walsh immediately so that it can be resolved.

IF YOU MUST MISS LAB

You **must notify** me if you are ill or have another emergency and cannot attend your lab session. Email me **before** your lab. Failure to notify me of an impending absence will result in a five-point deduction from the final, overall lab grade

(even if you make up the lab at a later date). It is possible to make up lab sessions only at my discretion and with a documented absence. Make-up labs must be arranged and approved **in advance**.

CONFIDENTIALITY

Confidentiality is vitally important for the sake of the real children and families of the JTCDS. Do not talk about the children or their behavior outside of the classroom – this includes elsewhere on campus, off campus, in your dorms or sorority/fraternity houses, in the observation rooms or in the JTCDS hallways. Do not speak about children in front of them. Do not contact parents or approach them outside of the Center. This is a crucial aspect of professionalism. Please review the Jean Tyson Child Development Study Center Handbook as well as NAEYC’s Statement of Ethical Conduct (see Blackboard).

Tentative Schedule for the course (Students are responsible for keeping up with changes made to this schedule in class and/or by computer.)			
DATE	TOPIC	ASSIGNMENT TO HAVE READY BY CLASS TIME	LAB ASSIGNMENT
Aug. 24	Introduction to the course	Syllabus	Tour of JTCDS Child Maltreatment Form <i>(due August 31 or before first lab)</i>
Aug. 26	Lab Orientation: A – L at 924 Douglas St.	NAEYC Statement of Ethical Conduct JTCDS Handbook	
Aug. 28	Lab Orientation: M – Z at 924 Douglas St.	NAEYC Statement of Ethical Conduct JTCDS Handbook	
Aug. 31	A teacher’s role in guiding children	Chapter 1 in Marian textbook <i>Quiz: NAEYC Statement of Ethical Conduct and JTCDS Handbook</i> <i>DHS Child Maltreatment form due!</i>	Child Description <i>(due Sept 14 on Blackboard)</i>
Sep. 2	Theoretical foundations of child guidance	Chapter 2	
Sept. 4	Theoretical foundations of child guidance	-----	

Sept. 7	NO CLASS: LABOR DAY		Observation 1
Sept. 9	Guidance as a function of child development: Introduction	Chapter 3: 62-65	
Sept. 11	Guidance as a function of child development: Perception	Chapter 3: 65-68 <i>Reflection 1 due on Blackboard</i>	
Sept. 14	Guidance as a function of child development: Memory	Chapter 3: 68 - 71	Observation 2
Sept. 16	Guidance as a function of child development: Social Cognition and Self Control	Chapter 3: 71-82	
Sept. 18	Guidance as a function of child development: Wrap up and activity	Chapter 3: 82-84	
Sept. 21	Indirect guidance – environments	Chapter 4: Overview	Observation 3
Sept. 23	Indirect guidance – environments	Chapter 4: Observations and re-group at the Jean Tyson center	
Sept. 25	Indirect guidance – environments	Chapter 4: Applying the chapter to Wien, et al (2005)	

Sept. 28	Indirect guidance – environments	Chapter 4: Arrange a space. Meet at a computer lab, exact location TBA	Observation 4: Focus Assignment
Sept. 30	Indirect guidance – environments	-----	
Oct. 2	<i>Exam I</i>		
Oct 5	Direct guidance	Chapter 5	Observation 5: Focus Assignment <i>Anecdote 1 due Oct 9th on Blackboard</i>
Oct. 7	Direct guidance	-----	
Oct. 9	Direct guidance	-----	
Oct. 12	Direct guidance	-----	Observation 6
Oct. 14	Direct guidance	<i>Reflection 2 due on Blackboard</i>	
Oct. 16	Direct guidance	-----	
Oct. 19	NO CLASS: FALL BREAK		
Oct. 21	Child Guidance Consultation Work Day: distribution of scenarios and group planning time		Observation 7
Oct. 23	Guidance as informed by observation and assessment	Chapter 6	

Oct. 26	Self-esteem and moral identity		Observation 8: Focus Assignment <i>Anecdote 2 due Oct 30 on Blackboard</i>
Oct. 28	Self-esteem and moral identity	Chapter 7	
Oct. 30	Self-esteem and moral identity	-----	
Nov. 2	Emotional competence	Chapter 8	Observation 9: Focus Assignment
Nov. 4	Social competence	-----	
Nov. 6	Exam II		
Nov. 9	Resilience and stress	Chapter 9	Observation 10: Focus Assignment
Nov. 11	Resilience and stress	-----	
Nov. 13	<p style="text-align: center;">Work Day for Child Guidance Consultation</p> <p style="text-align: center;"><i>Reflection 3 due on Blackboard</i></p>		
Nov. 16	Aggression and bullying	Chapter 10	Observation 11
Nov. 18	Minimizing challenging behavior	Chapter 11	
Nov. 20	Minimizing challenging behavior	-----	
Nov. 23	Routines and transitions	Chapter 12	-----
Nov. 25/27	NO CLASS: THANKSGIVING BREAK		

Nov. 30	Using the decision-making model of guidance	Chapter 13 <i>Reflection 4 due on Blackboard</i>	Observation 12
Dec. 2	Using the decision-making model of guidance	<i>Electronic Portfolio slides due</i>	
Dec. 4	Child Guidance Consultation Report Presentations : Groups 1 and 2		
Dec.7	Child Guidance Consultation Report Presentations : Groups 3 and 4		Extra credit observations
Dec. 9	Child Guidance Consultation Report Presentations : Groups 5 and 6		
Dec. 18	Child Guidance Consultation Reports (DUE 10:15 – 12:15)		

Building Family and Community Relations

HESC 4313

Spring 2015

Instructor: Mardi Crandall
Office: 201 Home Management House, 520 Storer Street
mcranda@uark.edu

Class Hours: Tuesdays from 9:30 to 12:15 in room 421 of Old Main. By appointment
Office Hours: by appointment

Course Description:

This course will help students interested in early childhood to value the role parents play in schools and the role schools play in a community. This course examines various ways of enhancing children's development through promoting positive interrelationships among teachers, parents and others in the community. Using an ecological systems framework, the course builds knowledge of the roles of diverse family structures, cultural identities, stressors and supports, economic circumstances, and community characteristics and resources in facilitating child development. This is a senior level course, and assignments are planned with the assumption that students bring a foundational understanding of child development, the role of family, and components of quality early childhood education.

Learning Goals:

Learners develop skills needed for communicating effectively with families, facilitating parent support and education, and promoting family involvement with schools as well as utilization of community resources.

Learning Objectives:

By the end of the semester, students will possess the following behaviors and competencies. For a thorough explanation of these competencies, see the summary *beginning on page 11 of the NAEYC webs site:*

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

1. Explain how various aspects of family structures, parenting skills, ethnicity, and socioeconomic status affect children's development and learning. (NAEYC 1a, 1b, 1c, 2a, 2b, and 2c; ADE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)
2. Demonstrate interpersonal communication skills that foster mutual respect and that encourage families to be active participants in their children's growth and development. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4b, 5a, 5b, 5c, ADE 5.1, 5.2, 6.6, 6.8)
3. Explain the different types of educational approaches available for working with parents (e.g. workshops, support groups, family conferences). (NAEYC 2a, 2b, 2c, 3b, 3c, 4b, 4c, 4d, 5a, 5b, 5c, ADE 5.1, 5.2, 5.3,)
4. Design and implement at least one educational experience, or assemble at least one set of materials, to enhance family member's knowledge of child development and capacity to support early learning in the home. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 5b; ADE 1.4, 5.1, 5.2, 5.3, 5.5, 5.6. 5.7, 6.1, 6.4, 6.5, 6.9, 6.10)

5. Describe and evaluate various approaches to enhancing family literacy and numeracy, and knowledge of health and safety practices as they relate to optimal child growth and development. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, CEC 1, 2, 3, 4, 6. ADE 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9)
6. Explain strategies for involving family members from diverse backgrounds with teachers as partners in promoting learning and accessing community services. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c. CEC 1, 5, 7; ADE 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9)
7. Describe various approaches to early intervention screening and assessment for children who may benefit from health or community services. (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, CEC 3, 4, 5, 7 ADE 2.1, 2.3, 2.4, 3.5, 5.1, 5.2, 5.3)
8. Explain appropriate methods of linking families to resources and processes for referral to health, mental health, English as a Second language (ESL), Adult Basic Education (ABE), and economic assistance services and/or agencies as appropriate. (NAEYC 4a, 4b, 4c, 4d, 5a, 5b, 5c, CEC 7; ADE 5.2, 5.3, 5.6, 5.7)
9. Critically reflect on best practices for promoting strong positive interrelationships among families, schools, and communities through written assignments and through selection of work samples for their professional portfolios. (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5b, 5c, 6d; CEC 7; 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8,)
10. Identify and involve oneself with the early childhood field and its ethical code (NAEYC 6a, 6b, 6c, 6d, 6e; CEC 9, 10, ADE 6.1, 6.2, 6.3)

Prerequisites:

There are no prerequisites for this course. However, the work is planned at the 4000 level and is not suitable for beginning students. The course is planned for students who already have previous coursework covering the family, child development and early childhood education.

Required Texts:

- Gonzalez-Mena, Janet. (2013) *Child, Family, and Community: Family Centered Early Care and Education*, Boston: Pearson Education.
- NAEYC position papers available online at <http://www.naeyc.org/about/positions.asp>.
- Additional readings as assigned.

Course Policies:

- Professionalism – This course provides an opportunity for students to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, and NAEYC readings. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and lab. Respect yourself, UA property and facilities, fellow students, and the instructor. . *During class and lab do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for yourself. If you commit to accomplishing something, do it, and do not make excuses for not doing it. Failure to comply with these requirements lets down yourself and your fellow students; extreme cases may result in a

failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA.

- Attendance and Participation in Class – Students are expected to attend class and to complete all reading assignments prior to class. Class discussion and activities presuppose that students have prepared adequately. Absences, lateness, or inadequate preparation or participation may affect final course grades by a letter grade. It is not possible to make up in-class exercises or attendance points.
- Submission of Work – Students are expected to submit work on time as described in the assignments, whether on Blackboard, hard copy, or both, depending on the assignment. Late work will be collected only with sufficient documentation to justify the late work and at the instructor’s discretion. The grade will be penalized by a letter grade per each day late, including weekends and non-class days.
- Learning Accommodations – If you require learning accommodations due to a special need, please see me about any accommodations needed. You must register with the Center for Educational Access (<http://www.uark.edu/ua/csd/index.html> 575-3104) in order for learning accommodations to be employed.
- Academic Honesty – “Maintaining the integrity of the academic process at the University of Arkansas should be of utmost importance to the entire university community. Academic dishonesty undermines the value of university degrees, hinders scholarship, and impairs intellectual progress” (University of Arkansas, 2010). There will be zero tolerance for cheating, lying, or stealing in relation to assignments and actions in class and lab. The instructor will apply sanctions as outlined in the Student Handbook in such cases. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see the instructor if you are unsure about what constitutes academic dishonesty.
- Closing Policy - If the UA is closed due to inclement weather or health restrictions, there will be no class. In the event the University of Arkansas is closed for a lengthy time, the instructor will post assignments for the students to read and complete so as much work as possible can be completed. Call **575-7000** for a weather check or check the UA website (www.uark.edu). Inform the instructor of special traveling situations.

Assignments:

Please check Blackboard for assignment details and instructions that may be posted there. Also thoroughly read the syllabus, which serves as a class guide. In addition to reading assignments, you will complete several learning experiences. Some will be individual projects, and others will be done in groups:

- **Get-acquainted Interview** Students will be placed in groups, each of which will “adopt” a classroom at Jean Tyson Child Development Study Center. The group will get to know the classroom environment by interviewing the teachers, administrators, and perhaps parents selected by the teachers. This process will allow students to be effective in their work with the classroom throughout the semester. The group will receive the name and email address of a lead teacher. Student groups will assign each group member a person to interview individually, either lead or assistant teacher, an administrator, or a parent the teacher has named. Each student will arrange a time for the interview and conduct the get-acquainted interview. Write up your interview in a 2- to 3-page paper, double spaced, Times New Roman 11 point with 1-inch margins. Turn finished paper into Blackboard and handwritten interview notes in at class.

You will then meet with others in your group who have interviewed other people to collaborate findings. The purpose of this assignment is to evaluate the role of parent, school, and community partnership from multiple perspectives and help you be most effective in executing the above project assignment. The group will compile findings and draw conclusions as to the three best topics and approaches to take. We will share these topics with others in class to iron out any duplication.

- Each group will be responsible for a **parent bulletin board** which will be located in the hallway at Jean Tyson Child Development Center. The board will be changed periodically so that each group gets a change to design a parent information center. In order to do this effectively, we will have a guest speaker who will help acquaint your group with the parent needs of the center. You may also use the mentor-teachers’ ideas. Before posting your board, you must obtain final approval from Vernoice Baldwin, one of the directors of the center.
- **Every** student will prepare a **news column story** suitable for the class newsletter of the “adopted” class. These will be turned into Mardi for approval/grading, corrected, and submitted to the classroom teachers for their consideration. They may or may not select your piece for printing in their newsletter. However, their selection choices will not impact your grade.
- Each student will work with a group of fellow students to develop **and conduct home-school-community program, targeting the Jean Tyson Child Development Study Center parents. You will work with administrators and classroom teachers of your “adopted” room** to select a suitable project topic based on material presented in this class, devise action steps and duty assignments, and finally carry out your project at these schools. The group will submit these steps and assignments to Mardi for approval before carrying out the project.

- Finally, your group will turn in a **documentation report** including pictures and narrative description of the project, what was done and by whom, what the outcome was, and an ending reflection from **each** group member's personal experience.
- **Electronic Portfolio Slides** – Students will compose three (3) Powerpoint slides representing competencies gained during the course as they correlate to NAEYC/ADE learning standards.

EXAMS

There will be a midterm and a final exam in this course, each with a point value of 100.

GRADES

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89.9%; C, 70 to 79.9%; D, 60 to 69.9%; or F, 59 or less.

Course Assignment	Points
Interview Paper and notes	50
Parent bulletin board (with group)	50
Parent newsletter article	50
Two Exams (midterm and final)	200
Electronic Portfolio Slides	50
Project, Participation & Conducting	200
Documentation of Your Project	100
Total	700

TENTATIVE SCHEDULE

It is the student's responsibility to keep up with changes that may be announced. Additional Reading assignments may be made, for example. However, exam dates will not change.

DATE	TOPIC	ASSIGNMENT
1/13	The Child in the Family	Text, Chapter 1
1/20	Society's Influence on Children and Family	Text, Chapter 2
1/27	Attachment, Trust, and Parenting	Text, Chapter 3
2/3	Supporting Families with Autonomy-Seekers	Text, Chapter 4

2/10	Sharing Views of Initiative with Parents	Text, Chapter 5
2/17	Working with Families of School Age Children	Text, Chapter 6
2/24	Working with Families' Goals, Values, and Culture	Text, Chapter 7
3/3	Working with Families on Guidance Issues	Text, Chapter 8
3/10	Working with Families on Addressing Feelings And Problem Solving MIDTERM Turn in Newsletter Article	Text, Chapter 9
3/17	Working to Support Self Esteem	Text, Chapter 10
3/24	Spring Break	Text, Chapter 9
3/31	Planning for your event	
4/7	Working to Support Gender Issues Stress and Success	Text, Chapters 11, 12
4/14	Schools and other Community Resources Social Policy	Text, Chapters 13, 14
4/21	Social Policy Issues	Text, Chapter 15
Week of 4/28	Events as Planned by Groups	
	Final as per your ISIS schedule.	

Curriculum and Assessment: Birth to Three Years and Lab
HESC 4332 & 4332L
Spring 2015

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School of HESC
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Course Description:

This course is designed to introduce students to curriculum planning and assessment in programs serving children from birth to three years, including those with special needs. The emphasis will be on responsive relationships with children and families and appropriate activities for very young children. Students will have an opportunity to plan curriculum at the UA Jean Tyson Child Development Study Center (JTCDS). Emphasis will be placed on developmentally appropriate practice (DAP), professionalism, philosophy, and ethical conduct. Students will interact with children in a NAEYC-accredited laboratory school setting, and will facilitate children's learning through the planning and implementation of curriculum and assessment practices.

Class will meet on Tuesdays and Thursdays 12:30—1:20p at the JTCDS. Lab will include four (4) hours each week in the UA Jean Tyson Child Development Study Center children's program, including one (1) hour for observation, assessment and curriculum planning with the JTCDS staff.

Learning Goals:

Students should leave this class possessing knowledge, skills and dispositions of quality teachers who will be highly employable in the field of early childhood. Students will display competence in developmentally appropriate practice, curriculum, ethical conduct, professionalism, assessment, and developmental knowledge.

Learning Objectives:

By the end of the semester, students will possess the following behaviors and competencies.

1. Describe developmentally appropriate practices as they apply to infants/toddlers including children with special needs. (NAEYC 1a, 1b, 1c, 4b, 4d; ADE; ATS 1b, 1d, 1e, 2g, 2h)
2. Plan a developmentally appropriate physical environment for infants/toddlers including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 4b, 5a, 5b, 5c; ADE; ATS 3i, 3k, 3n)
3. Plan and implement developmentally appropriate curriculum with measurable objectives, based on the Arkansas Frameworks Handbook for Infants and Toddlers (NAEYC 1a, 1b, 3b, 3c, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS 4f, 7a, 7b, 7c, 7e, 7f, 7g, 7i, 7k, 7l, 7m)

4. Prepare a developmentally appropriate schedule including routines and transitions for infants/toddlers including children with special needs. (NAEYC 1a, 1b, 1c, 5b; ADE ; ATS 2a, 2b, 2f, 2h, 3k)
5. Compile and create a developmentally appropriate individual plan for infants covering all domains of development including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS 7a, 7b, 7f)
6. Compile and create a developmentally appropriate plan for a group of toddlers covering all domains of development including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS 7a, 7b, 7f)
7. Demonstrate developmentally appropriate experiences for infants covering all domains of development including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS 7a, 7f)
8. Demonstrate developmentally appropriate experiences for toddlers covering all domains of development including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS)
9. Compile age appropriate individual plans for infants including children with special needs (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5b, 5c, 6d; ADE ; ATS)
10. Compile developmentally appropriate weekly plans for toddlers including children with special needs (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5b, 5c, 6d; ADE ; ATS)
11. Supplement experiences/lesson plan with teacher-made materials. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5c)
12. Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2a, 2b, 2c, 4a, 4b, 6b; ADE ; ATS 1c, 2d, 7m, 8c, 10m)
13. Compare and analyze different curriculum approaches and models for infants and toddlers including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5c)
14. Develop strategies/tools for use in the development of positive behavior characteristics in infants (NAEYC 1a, 1b, 1c, 2a, 2c, 4a, 4b, 4c, 4d)
15. Develop positive guidance strategies for use with toddlers (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d)
16. Identify and involve oneself with the early childhood field and its ethical code (NAEYC 6a, 6b; ADE ; ATS 9a-o, 10a-t)

Prerequisites:

HESC 2403

Required Text:

Wittmer, D. S., & Petersen, S. H. (2014). *Infant and toddler development and responsive program planning: A relationship-based approach*. Upper Saddle River, NH: Pearson.

Recommended Text:

Deiner, P. L. (2009). *Infants and toddlers: Development and curriculum planning*. Clifton Park, NY: Delmar Cengage Learning.

NAEYC position papers available online at <http://www.naeyc.org/about/positions.asp>.

Additional readings as assigned.

Course Policies:

- Professionalism – Students are expected to make the same commitment to the course as to a professional position. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and lab. Respect yourself, UA property and facilities, fellow students, and the instructor (Dr. Henk). *During class and lab do not talk, do other assignments, text, or check email/cell phone messages.* **Turn off and put away cell phones both in class and lab.** The JTCDSO teachers do not have time to police you. Be responsible for yourself. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDSO Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Failure to comply with these requirements may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA.
- Dress and Food - **Come ready for activity and dress appropriately for lab.** Remember, we will be working with children whose parents expect professionalism. Children deserve this respect. Wear closed-toe shoes that will stay on your feet during activity. Wearing slick-bottomed shoes or heels will prevent easy movement, particularly on the playground. Wearing flip flops and open-backed sandals tends to interfere with quality interaction with children. Short shorts or short skirts, low-cut or backless blouses, or midriff blouses are not to be worn in the lab because they also inhibit the quality of your interaction with children. Please do not wear t-shirts with slogans that may offend others, such as tobacco or alcoholic ads. *You may be asked to leave lab without credit if you are dressed inappropriately.* All students will wear smocks during labs. Do **not** bring food, candy, gum, coffee, or soft drinks into the observation room or class room. It is not appropriate to have these things when the children cannot.
- Attendance and Participation in Class – Students are expected to attend class and to complete all reading assignments *prior to class*. Class discussion and activities presuppose that students have prepared adequately. Absences, lateness, or inadequate preparation or participation may affect final course grades by a letter grade. It is not possible to make up in-class exercises or attendance points.
- Attendance and Participation in Lab Sessions – Students are expected to attend and participate in all scheduled lab sessions. Students must follow all guidelines for professional conduct while at the UA JTCDSO. Students will pass the course only with successful completion of all laboratory responsibilities (timeliness, professional conduct, active and appropriate participation in lab sessions). It is possible to make up lab sessions only at the discretion of Dr. Henk and JTCDSO staff and with a documented absence.
- Submission of Work – Students are expected to submit work on time as described in the assignments. Late work will be collected with sufficient documentation that supports the late work and at the instructor's discretion. The grade will be penalized by 5% per each day late, including weekends and non-class days.

- Learning Accommodations – If you require learning accommodations due to a special need, please see me *immediately* about any accommodations needed. You must register with the Center for Educational Access (<http://www.uark.edu/ua/csd/index.html> 575-3104) in order for learning accommodations to be employed.
- Academic Honesty – “Maintaining the integrity of the academic process at the University of Arkansas should be of utmost importance to the entire university community. Academic dishonesty undermines the value of university degrees, hinders scholarship, and impairs intellectual progress” (University of Arkansas, 2010). There will be zero tolerance for cheating, lying, or stealing in relation to assignments and actions in class and lab. The instructor will apply sanctions as outlined in the Student Handbook in such cases. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see the instructor (Dr. Henk) if you are unsure about what constitutes academic dishonesty.
- Weather Policy - If the UA is closed due to inclement weather, there will be no class, and the Jean Tyson Child Development Study Center will be closed. In the event of inclement weather, students must read and do as much work as possible outside of class. Call **575-7000** for a weather check or check the UA website (www.uark.edu). Inform the instructor (Dr. Henk) of special traveling situations.
- Emergency Procedures - Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning): Follow the directions of the instructor or emergency personnel. Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside. If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building. Stay in the center of the room, away from exterior walls, windows, and doors.

Violence / Active Shooter (CADD): CALL- 9-1-1. AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers. DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe. DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.
- The UA Jean Tyson Child Development Study Center- The UA JTCDS is located at 920 West Douglas St. There is no parking available at UA JTCDS – you must park elsewhere. Make your experiences there meaningful by being fully engaged. Observe the teachers, ask questions, take initiative, and take direction. The UA JTCDS Executive Director for Educational Programs is Vernoice Baldwin. UA JTCDS teaching staff are excellent resources and care about your learning.

If You Must Miss Lab

You **must notify** Dr. Henk if you are ill or have another emergency and cannot attend your lab session. Email Dr. Henk *before* they are expecting you. Failure to notify Dr. Henk of an impending absence will result in a five-point deduction from the final, overall lab grade (even if

you make up the lab at a later date). Make-up labs must be arranged and approved *in advance* by Dr. Henk.

Confidentiality

Confidentiality is vitally important for the sake of the real children and families of the JTCDS. Do not talk about the children or their behavior outside of the classroom – this includes elsewhere on campus, off campus, in your dorms or sorority/fraternity houses, in the observation rooms or in the JTCDS hallways. Do not speak about children in front of them. Do not contact parents or approach them outside of the Center. This is a crucial aspect of professionalism. Please review the Jean Tyson Child Development Study Center Handbook as well as NAEYC's Statement of Ethical Conduct (see Blackboard).

Assignments:

Please see complete details and instructions for assignments on Blackboard.

- Philosophy Statement - Students will compose and finalize a personal philosophy of teaching very young children. (75 points)
- Electronic Portfolio Slides – Students will compose ten (10) slides representing competencies gained during the course as they correlate to NAEYC learning standards. (100 points)
- Reflections and Curriculum Ideas – Students will electronically submit four (4) reflections and caregiving/curriculum/experience ideas. (80 points)
- Lab Assignments - Students will write 3 anecdotes (30 points) and complete Arkansas *Framework* for one child (25 points).
- Caregiving/Curriculum/Experience Plans – Students will develop, implement, and evaluate a total of three (3) caregiving/curriculum/experience activities for very young children - one for young infants (birth to 9 months), one for mobile infants/toddlers (9 to 18 months), and one for toddlers/twos (18 to 36 months). These caregiving/curriculum/experience activities should be developmentally and individually appropriate as well as promoting of the developmental domains (120 points).
- Curriculum Model Analysis Paper – Choose a curriculum model exemplifying developmentally appropriate practice with infants and toddlers (RIE/Gerber, Creative Curriculum, PITC, Reggio Emilia, High/Scope) and write a 8-10 page essay describing the curriculum model and critically analyzing it. (75 points)
- Activities Presentation – Students will present two (2) of their activities using media documentation (video and photos) (50 points)
- Extra Credit (lab) – You may develop, implement, and evaluate a fourth experience plan (10 points plan; 10 points evaluation). You may also attend lab for extra credit (2 points/hour up to 10 points).
- Extra Credit (class) – You may complete a progress report for the child for whom you completed the AR Framework (25 points).

GRADES

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59 or less.

Lecture Assignment	Points
In-Class Practice Exercises/ Quizzes/Attendance	75
Reflections and Caregiving/Curriculum/Experience Ideas (20 points * 4)	80
Philosophy	75
Electronic Portfolio (10 points * 10 entries/pages)	100
Curriculum Model Analysis Paper	75
Total	405

Lab Assignment	Points
UA JTCDS Lab Attendance	130
Professionalism	50
Caregiving/Curriculum/Experience Activities (20 Activity Plan; 20 Self-Evaluation)	120
Assessment	25
Anecdotes (10 points * 3)	30
Activities Presentation	50
Total	405

Tentative Schedule

Week	Chapters to Read in the Textbook	Topics and Additional Reading
Jan 13		Orientation to the course and lab <u>Read before labs: JTCDSO Handbook, NAEYC Code of Ethical Conduct, NAEYC Position Statement: Developmentally Appropriate Practice</u>
Jan 20	1-2	A relationship-based model and the importance of the infant and toddler years Infants, toddlers, and their families <u>Child Maltreatment form must be submitted before first lab</u> <i>First week of lab with young infants</i> <i>MLK Day: No Monday labs</i>
Jan 27	3-4	Understanding and using theories The power of observation: Learning about infants and toddlers <u>Bring AR Frameworks to class</u> <u>NAEYC Position Statement: Curriculum, Assessment, Program Evaluation</u>
Feb 3	12, 6	Creating a relationship-based curriculum In review: Attachment and emotional relationships and quiz
Feb 10	13, 7	Routines, environments, and opportunities: Day to day the relationship way In review: Social development and learning with peers and quiz <i>Submit Experience Plan 1: Young Infants</i>
Feb 17	14, 8	Curriculum planning for young infants: Birth to nine months In review: Cognitive development and learning and quiz <i>Implement Experience Plan 1: Young Infants</i>
Feb 24	14, 9	Curriculum planning for mobile infants: Eight to eighteen months In review: Language development and learning and quiz <i>First week of lab with mobile infants/toddlers</i>
Mar 3	14, 10	Curriculum planning for toddlers: Sixteen to thirty-six months In review: Motor development and learning and quiz
Mar 10	See Blackboard	Partnering with families of infants and toddlers <i>Submit Experience Plan 2: Mobile Infants/Toddlers</i>
Mar 17	15	Inclusive curriculum planning for infants and toddlers <i>Implement Experience Plan 2: Mobile Infants/Toddlers</i>
Mar 24		SPRING BREAK <i>No class, No labs</i>
Mar 31	See Blackboard	Inclusive curriculum planning for infants and toddlers <i>First week of lab with toddlers/twos</i>
Apr 7	See Blackboard	Curriculum models

Apr 14	See Blackboard	Curriculum Models <i>Submit Experience Plan 3: Toddlers/Twos</i>
Apr 21	16	The infant-toddler professional <i>Implement Experience Plan 3: Toddlers/Twos</i>
Apr 28	See Blackboard	Activities Presentations <i>Lab make-up/extra credit Tuesday, Wednesday, Thursday</i>
May 5	See Blackboard	Activities Presentations 1-3p

Curriculum and Assessment: Three Years through Kindergarten and Lab
HESC 4342 & 4342L
Fall 2015

Instructor: Jennifer K. Henk, Ph.D.
Assistant Professor, Human Development & Family Sciences
jhenk@uark.edu
575-7538

Office Hours: By appointment
205 Home Management House, 520 Storer Street

Course Description:

Students will plan curriculum and assessment for children three years of age through kindergarten. Emphasis will be placed on developmentally appropriate practice (DAP), professionalism, philosophy, and ethical conduct. Students will interact with children in a NAEYC-accredited laboratory school setting, and will facilitate children's learning through the planning and implementation of curriculum and assessment practices.

Class Times:

Class will meet on Tuesdays and Thursdays 12:30p—1:45p in the JTCDS. Lab will include four (4) hours once a week in the Jean Tyson Child Development Study Center children's program, including planning and coordination with the teaching team.

Prerequisites:

HESC 2433, & HESC 2473/2471L

Required Texts:

Kostelnik, M., Rupiper, M., Soderman, A. K., & Whiren, A. P. (2014). *Developmentally appropriate curriculum in action*. Upper Saddle River, NJ: Pearson.

NAEYC position papers available online at <http://www.naeyc.org/about/positions.asp>.

Additional readings as assigned.

Required Materials:

A set of stereo headphones (preferred) or ear buds.

Learning Goals:

Students should leave this class possessing knowledge, skills and dispositions of quality teachers who will be highly employable in the field of early childhood. Students will display competence in developmentally appropriate practice, curriculum, ethical conduct, professionalism, assessment, and developmental knowledge.

Learning Objectives:

By the end of the semester, students will possess the following behaviors and competencies.

1. Describe developmentally appropriate practices as they apply to preschoolers including children with special needs. (NAEYC 1a, 1b, 1c, 4b, 4d; ADE; ATS 1b, 1d, 1e, 2g, 2h)
2. Plan a developmentally appropriate physical environment for preschoolers including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS 3i, 3k, 3n)
3. Plan and implement developmentally appropriate curriculum with measureable objectives, based on the Arkansas Frameworks Handbook for Three and Four Year Olds (NAEYC 1a, 1b, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS 4f, 7a, 7b, 7c, 7e, 7f, 7g, 7i, 7k, 7l, 7m)
4. Prepare a developmentally appropriate schedule including routines and transitions for preschoolers including children with special needs (NAEYC 1a, 1b, 1c; ADE ; ATS 2a, 2b, 2f, 2h, 3k)

5. Compile and create a developmentally appropriate lesson plan for preschoolers including accommodations for children with special needs. (NAEYC 1a, 1b, 1c, 3b,3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS 2a, 2b, 2f, 2h, 3k)
6. Demonstrate developmentally appropriate experiences for preschoolers covering all domains of development including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS 7a, 7f)
7. Compile developmentally appropriate weekly plans for preschoolers including children with special needs (NAEYC 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS 2a, 2b, 2f, 2h, 3k)
8. Supplement experiences/lesson plan with teacher-made materials. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
9. Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2b, 2c, 3d; ADE ; ATS 1c, 2d, 7m, 8c, 10m)
10. Compare and analyze different curriculum approaches and models for preschoolers including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
11. Students will demonstrate professional behavior according to NAEYC standards, Code of Ethical Conduct, and the philosophy and objectives of the UA JTCDS (NAEYC 6a, 6b; ADE ; ATS 9a-o, 10a-t)

Course Policies:

- **Professionalism** – Students are expected to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, JTCDS Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Failure to comply with these requirements may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA.
- **Dress and Food - Come ready for activity and dress appropriately for lab.** Remember, we will be working with children whose parents expect professionalism. Children deserve this respect. Wear closed-toe shoes that will stay on your feet during activity. Wearing slick-bottomed shoes or heels will prevent easy movement, particularly on the playground. Wearing flip flops and open-backed sandals tends to interfere with quality interaction with children. Short shorts or short skirts, yoga pants or tights, low-cut or backless blouses, or midriff blouses are not to be worn in the lab because they also inhibit the quality of your interaction with children. If you are dressed inappropriately, *you will be asked to leave the JTCDS and you will not receive credit for the lab.* Please do not wear t-shirts with slogans that may offend others, such as tobacco or alcoholic ads. **Do not** bring food, candy, gum, coffee, or soft drinks into the lab or class room. It is not appropriate to have these things when the children cannot. There is a water fountain you may use at the JTCDS.
- **Attendance and Participation in Class** – Students are expected to attend class and to complete all reading assignments prior to class. Class discussion and activities presuppose that students have prepared adequately. Absences, lateness, or inadequate preparation or participation may affect final course grades by a letter grade. It is not possible to make up in-class exercises or attendance points.
- **Attendance and Participation in Lab Sessions** – Students are expected to attend and participate in all scheduled lab sessions. You will use the electronic check-in system at the JTCDS to record your attendance, and your attendance grade will be based on the data in this system **ONLY**. **Failure to use the system will not excuse loss of attendance points.** One hour of your weekly lab time will be spent in observation/assessment/planning and three hours will be spent interacting with children in the classroom. To fully gain from your lab experience, do the following: be prepared by reading the text and lab assignment; ask questions of the teaching staff, Dr. Henk, and Mrs. Baldwin; take initiative in the classroom and participate in all activities; allow the staff to direct you. Please be prepared for the teaching staff to mentor you in the lab – they are there to help you! Students must follow all guidelines for professional conduct while at the JTCDS. Students will pass the course only with successful completion of all laboratory responsibilities (timeliness, professional conduct, active and appropriate participation in lab sessions). It is possible to make up lab sessions *only at the discretion of Dr. Henk, with prior notice, and with a documented absence.*
- **Submission of Work** – Students are expected to submit work on time as described in the assignments. Late work will be collected with sufficient documentation that supports the late work and at the instructor's discretion. The grade will be penalized by 5% per each day late, including weekends and non-class days.
- **Learning Accommodations** – If you have need for a note-taker, extra time on tests, or other considerations due to a special need, please see me *immediately* about any accommodations needed. You must register with the Center for Educational Access (<http://www.uark.edu/ua/csd/index.html> 575-3104) in order for learning accommodations to be employed.

- Academic Honesty – “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.” (University of Arkansas, 2011). There will be zero tolerance for cheating, lying, or stealing in relation to assignments and actions in class and lab. The instructor will apply sanctions as outlined in the Academic Integrity Policy and Sanctions Rubric (<http://provost.uark.edu/>) in such cases. Please read the policy and the sanctions for academic integrity infractions. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see the instructor (Dr. Henk) if you are unsure about what constitutes academic dishonesty.
- Weather Policy - If the UA is closed due to inclement weather, there will be no class, and the JTCDSC will be closed. In the event of inclement weather, students must read and do as much work as possible outside of class. Call **575-7000** for a weather check or check the UA website (www.uark.edu). Please be sure that you have updated your emergency weather contact information in ISIS for the RazAlert system. Inform the instructor (Dr. Henk) of special traveling situations.
- The Jean Tyson Child Development Study Center - The Jean Tyson Child Development Study Center is located at 924 West Douglas Street. Vernice Baldwin, M.S. serves as Executive Director for Educational Programs (575-6288, baldwin@uark.edu). There is no parking available at JTCDSC – you must park elsewhere. **Make your experiences there meaningful by being fully engaged. Observe the teachers, ask questions, take initiative, and take direction.**
- Professional Behavior - Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and lab. Respect yourself, UA property and facilities, fellow students, and the instructor (Dr. Henk). *During class and lab (observations or interaction) do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for cleaning up after yourself. The JTCDSC teachers do not have time to police you. Be responsible for yourself. **Turn off and put away cell phones both in class and lab.** Water in covered containers only may be allowed in the classroom.



If You Must Miss Lab

You **must notify** Dr. Henk if you are ill or have another emergency and cannot attend your lab session. Email Dr. Henk *before* your lab. Failure to notify the Dr. Henk of an impending absence will result in a five-point deduction from the final, overall lab grade (even if you make up the lab at a later date). Make-up labs must be arranged and approved by Dr. Henk.

Confidentiality

Confidentiality is vitally important for the sake of the real children and families of the JTCDSK. Do not talk about the children or their behavior outside of the classroom. This is a crucial aspect of professionalism. Please review the JTCDSK Handbook as well as NAEYC's Statement of Ethical Conduct (see Blackboard).

Assignments:

Please see complete details and instructions for assignments on Blackboard.

- Philosophy Statement - Students will compose and finalize a personal philosophy of teaching young children. (75 points)
- Research Project and Presentation - Students will coordinate a group research project, gather research articles, conduct research in the lab, collect research data, and analyze research results. Groups will present research projects during a presentation at the end of the semester. (100 points)
- Electronic Portfolio Slides – Students will compose ten (10) slides representing competencies gained during the course as they correlate to NAEYC learning standards (100 points)
- Reflections and Curriculum Ideas – Students will submit reflections on your experiences, as well as curriculum ideas, three (3) times over the course of the semester in Blackboard. (60 points)
- Lab Assignments - Students will write 3 anecdotes (30 points), complete Arkansas *Frameworks* for one child (25 points), complete a progress report for that specific child (25 points).
- Curriculum Plans – Students will develop, implement, and evaluate four (4) small-group activities relating to four (4) different curriculum domains (120 points). Students will also develop, implement, and evaluate a large-group activity (30 points).
- Extra Credit (30 points) – Choose a curriculum model exemplifying Developmentally Appropriate Practice (High/Scope, Creative Curriculum, Project Approach, Reggio Emilia, Project Construct) and write a 5-8 page essay describing the curriculum model and critically analyzing it (20 points). Attend a parent-teacher conference and write a reflection (10 points). Take quizzes over NAEYC position statements (10 points each).

GRADES

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59% or less.

Lecture Assignment	Points
In-Class Practice Participation/Attendance	90
Research Presentation	100
Reflections and Curriculum Ideas [15 points * 3]	45
Philosophy	75
Electronic Portfolio [10 entries/pages]	100
Total	410

Lab Assignment	Points
JTCDSO Lab Attendance	130
Professionalism	50
Small-Group Activity (4 different areas) [15 Activity Plan; 15 Self-Evaluation]	120
Arkansas <i>Frameworks</i>	25
Progress Report	25
Anecdotes [10 points * 3]	30
Large-Group Activity [15 Activity Plan; 15 Self-Evaluation]	30
Total	410

TENTATIVE SCHEDULE (subject to change with notice)

Week	Reading	Topics and Additional Reading
Aug 24	See Blackboard	Orientation to the course and lab <u>Read before labs: JTCDSO Handbook, NAEYC Code of Ethical Conduct, NAEYC Position Statement: Developmentally Appropriate Practice</u>
Aug 31	1 & 2	Developmentally Appropriate Practice (DAP) Teaching and learning in developmentally appropriate programs <u>Child Maltreatment form must be submitted before first lab</u>
Sept 7	3 & 4	Child guidance in developmentally appropriate classrooms Observing & documenting children's learning <i>Reflection 1 due</i> <i>Labor Day: No Monday labs</i>
Sept 14	5 & 7	Lesson plans as teaching tools Creating and maintaining learning centers indoors and outdoors <i>Anecdote 1 due</i>
Sept 21	6 & 8 See Blackboard	Teaching children in small-group activities Teaching children in whole groups <i>Arkansas Frameworks due in class</i> <u>NAEYC Position Statement: Curriculum, Assessment, Program Evaluation</u>
Sept 28	9	The aesthetic domain [Begin research projects] <i>Philosophy Statement due</i>
Oct 5	10	The affective domain <i>Anecdote 2 due</i> <i>Small group activity 1 plan due</i> <i>AECA: No labs Friday</i>
Oct 12	11	The cognitive domain: Scientific thinking <i>Reflection 2 due</i> <i>Small group activity 2 plan due</i>
Oct 19	12	The cognitive domain: Mathematical thinking <i>Small group activity 3 plan due</i> <i>Evaluation of Small group activity 1 due</i> <i>Fall Break: No labs, no class Monday and Tuesday</i>
Oct 26	13	The language domain <i>Small group activity 4 plan due</i> <i>Evaluation of Small group activity 2 due</i>
Nov 2	14	The physical domain <i>Whole group activity plan due</i> <i>Evaluation of Small group activity 3 due</i> <u>NAEYC Position Statement: Learning to Read and Write</u>

Nov 19	15	The social domain <i>Anecdote 3 due</i> <i>Evaluation of Small group activity 4 due</i>
Nov 18	See Blackboard	Curriculum Models <i>Evaluation of Whole Group due</i>
Nov 23	16	Integrating curriculum through pretend and constructive play <i>Thanksgiving Break: No class, no labs Wednesday, Thursday, and Friday</i>
Nov 30	17	Organizing children's learning over time <i>Reflection 3 due</i> <i>Progress Report due</i>
Dec 7		Research Project Presentations <i>Portfolio slides due</i>
Dec 14		Research Project Presentations 1:00-3:00p <i>Extra Credit (Curriculum Model paper) due</i>

Field Experience in B-K

HESC 4373

Spring 2015

Instructor: Mardi Crandall
Office: 201 Home Management House, 520 Storer Street
mcranda@uark.edu

Office Hours: By appointment

Course Description:

This course is designed as the capstone course for students completing the Birth through Kindergarten program of study. It is a bridge to a real-world experience assigned by the instructor based on the career interest of the student. The student is responsible to document a minimum of 220 clock hours in this setting, supervised by a degreed and when applicable, licensed teacher at the field placement. Specific assignments will be given to be completed in the field. Students will discuss their experiences in a seminar-like setting together with their instructor.

Class will meet on Thursdays 9:30 to 12:15 in 421 of Old Main.

Learning Goals:

Learners develop skills needed for teaching young children birth through Kindergarten, communicating effectively with families, and acting as a professional in the school community.

Learning Objectives:

By the end of the semester, students will possess the following behaviors and competencies. For a thorough explanation of these competencies, see the summary *beginning on page 11 of the NAEYC webs site:*

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

1. Explain how various aspects of family structures, parenting skills, ethnicity, and socioeconomic status affect children's development and learning. (NAEYC 1a, 1b, 1c, 2a, 2b, and 2c; ADE 1.2, 1.8, 1.9, 5.2, 5.3)
2. Demonstrate interpersonal communication skills that foster mutual respect and that encourage children to reach full potential (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4b, 5a, 5b, 5c; ADE 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.4, 3.8, 3.9, 6.7)
3. Explain the different types of educational approaches available for working with children and their parents (NAEYC 2a, 2b, 2c, 3b, 3c, 4b, 4c, 4d, 5a, 5b, 5c; ADE 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)
4. Design and implement educational experiences and assemble supporting materials, to enhance children's development in each domain. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 5b; ADE 2.1, 2.2, 2.3, 3.4, 3.5, 3.6, 3.)
5. Describe and evaluate various approaches to enhancing family literacy and numeracy, and knowledge of health and safety practices as they relate to optimal child growth and development. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, CEC 1, 2, 3, 4, 6; ADE 1.2, 2.2, 3.4, 3.5, 3.6, 3)

6. Explain strategies to instruct children and involve family members from diverse backgrounds (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c. CEC 1, 5, 7; ADE 3.4, 3.6, 5.3, 5.5,)
7. Describe various approaches to early intervention screening and assessment for children who may benefit from health or community services. (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, CEC 3, 4, 5, 7; ADE 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)
8. Explain appropriate methods of linking families to resources and processes for referral to health, mental health, English as a Second language (ESL), Adult Basic Education (ABE), and economic assistance services and/or agencies as appropriate. (NAEYC 4a, 4b, 4c, 4d, 5a, 5b, 5c, CEC 7, ADE 5.1, 5.2, 5.3, 5.4, 5.6.)
9. Critically reflect on best practices for promoting children's learning (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5b, 5c, 6d; CEC 7; ADE 6.1, 6.2, 6.3, 6.4, 6.5, 6.7, 6.8)
10. Identify and involve oneself with the early childhood field and its ethical code (NAEYC 6a, 6b, 6c, 6d, 6e; CEC 9, 10, ADE 6.1 through 6.11)

Prerequisites:

The course is planned for students who already have previous coursework covering the family, child development, and early childhood education. All courses in B-K curriculum and assessment must be completed before students are admitted to this course

Required Texts:

The text for this course is *Student Teaching* by Machado. The ISBN number is 9780495813224.

Course Policies:

- Professionalism – This course provides an opportunity for students to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, and NAEYC readings. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and lab. Respect yourself, UA property and facilities, fellow students, and the instructor. . *During class and lab do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for yourself. If you commit to accomplishing something, do it, and do not make excuses for not doing it. Failure to comply with these requirements lets down yourself and your fellow students; extreme cases may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA.
- Attendance and Participation in Class – Students are expected to attend class and to complete all reading assignments prior to class. Class discussion and activities presuppose that students have prepared adequately. Absences, lateness, or inadequate preparation or participation may affect final course grades by a letter grade. It is not possible to make up in-class exercises or attendance points.
- Submission of Work – Students are expected to submit work on time as described in the assignments both on Blackboard and a hard copy. Late work will be collected only with

sufficient documentation to justify the late work and at the instructor's discretion. The grade will be penalized by 5% per each day late, including weekends and non-class days.

- Learning Accommodations – If you require learning accommodations due to a special need, please see me *immediately* about any accommodations needed. You must register with the Center for Educational Access (<http://www.uark.edu/ua/csd/index.html> 575-3104) in order for learning accommodations to be employed.
- Academic Honesty – “Maintaining the integrity of the academic process at the University of Arkansas should be of utmost importance to the entire university community. Academic dishonesty undermines the value of university degrees, hinders scholarship, and impairs intellectual progress” (University of Arkansas, 2010). There will be zero tolerance for cheating, lying, or stealing in relation to assignments and actions in class and lab. The instructor will apply sanctions as outlined in the Student Handbook in such cases. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see the instructor if you are unsure about what constitutes academic dishonesty.
- Closing Policy - If the UA is closed due to inclement weather or health restrictions, there will be no class. In the event the University of Arkansas is closed for a lengthy time, the instructor will post assignments for the students to read and complete so as much work as possible can be completed. Call **575-7000** for a weather check or check the UA website (www.uark.edu). Inform the instructor of special traveling situations.

INSTRUCTIONAL CONTENT for FIELD EXPERIENCE

- A. **Keep a reflection journal of your experiences.** Reflect at least weekly on those experiences during the time that you have.
- B. With your supervising teaching, discuss the *educational goals of at least five of the children in the room*. Reflect on what your response will be to best meet the needs of these children. After observing the children, write at least two intentional educational objectives for each of these five children and a plan for attaining the goals.
- C. You will also be keeping an **electronic portfolio record** as you plan for the following activities. Submit your plans first to your supervising teacher with a copy to your University instructor. When you receive approval from your supervising teacher, conduct the activity. Be ready with your camera and remember to include pictures of suitable artifacts, following any regulations that your site may have. These activities should be reflected in your reflection journal and in your electronic portfolio.
 - I. Work with your supervising teacher to plan an *invitation to an activity*. This might be in the form of a special discovery tablescape, a musical introit, or a finger play. Take pictures and evaluate your experience. Create a Powerpoint documentation page for your electronic portfolio.
 - II. Discuss challenging transitions with your supervising teacher. Design a *signature transition* that you

can try out in the classroom setting. Turn an evaluation form into Blackboard. Document with an artifact in your *e* portfolio.

- III. Plan, carry out, and evaluate at least two *sensory experiences* based on what you have observed in the classroom. Turn an evaluation form into Blackboard. Document with an artifact in your *e* portfolio.
- IV. Plan, carry out, and evaluate at least one *music activity* for a large group. Turn an evaluation form into Blackboard. Document with an artifact in your *e* portfolio.
- V. Plan, carry out, and evaluate at least one *large motor* experience for a large group. Turn an evaluation form into Blackboard. Document with an artifact in your *e* portfolio.
- VI. Plan, carry out, and evaluate at least one *cooking experience* for a small group if your site will allow. Turn an evaluation form into Blackboard. Document with an artifact in your *e* portfolio.
- VII. Discuss STEM goals with your supervising teacher. Plan and carry out a *science or math* activity for a small group. Turn an evaluation form into Blackboard. Document with an artifact in your *e* portfolio.
- VIII. Plan, carry out, and evaluate at least one *out-of-doors experience* for a small group. Turn an evaluation form into Blackboard. Document with an artifact in your *e* portfolio.
- IX. Plan, carry out, and evaluate at least one *writing center experience* for a small group. Turn an evaluation form into Blackboard. Document with an artifact in your *e* portfolio.

D. Write a lesson plan for *small group instruction* in each of the following curriculum areas that will be the basis of a day-long teaching experience

- Literacy
- Math/Science
- Social Studies
- Creative/Aesthetic
- Social/Emotional

Ask your supervisory teacher to review and approve your plan as is or with revision. Work out a plan to give each of these lessons, and then, **carry out your plan, keeping detailed records** of your process.

E. Write a lesson plan for *large* group instruction in each of the following curriculum areas, using your plans as the basis of a day-long teaching experience:

- Literacy
- Math/Science
- Social Studies
- Creative/Aesthetic
- Social/Emotional

Ask your supervisory teacher to review and approve your plans as is or with revision. Work out a plan to give each of these lessons, and then, carry out your plan, **keeping detailed record** of your process.

F. Plan a means of evaluation/assessment for each lesson plan. Write down your plan and at the end of each lesson, try it out to evaluate your lesson plan. What did the evaluation show about the effectiveness

of your plans? What changes would you make in the lesson as result? What would you repeat? Finally, which evaluation worked and which did not? Why do you think this was so?

G. When your supervising teacher gives her approval,

NCATE Guidelines for Pre-service Teachers and Field Experiences

The following material will give you a planning outline of what is expected of the overall field experience. In early childhood education field experiences, pre-service teachers:

1. Apply knowledge, skills, and dispositions
2. Reflect on their knowledge, skills, and dispositions
3. Are observed by others as a means of strengthening knowledge base and skill set
4. Observe others
5. Interact with
 - Professionals at your placement
 - Your professor(s)
 - Other pre-service teachers in your class
6. Engage in a variety of professional development activities. (See assignment list)
While completing these requirements, use the skills you have developed to complete the requirements below.
7. Use developmentally appropriate methods to collect data on children's development
8. Use appropriate methods to analyze data about children's development
9. Use data about children's learning to plan and teach developmentally appropriate curriculum
10. Reflect on your own teaching and make decisions for change or follow-up.
Keep a reflection journal and bring it to seminar each Thursday. Your journal should have sections for and reflect your activity as you complete the following tasks. The lines are provided to jot down ideas, not as a limit to your expression in your journal.
11. Observe and use multiple forms of assessment
12. Observe in and participate in a variety of early childhood education settings
13. Gain experience with diverse groups of children and families
14. Describe the experiences you have in working with a variety of children.
 - Describe experiences with children who have a variety of learning needs including disabilities that have been identified.
 - Describe your work with children of different ages from birth to age eight.

- Describe your work with children from different locales
- Describe your work with children from different economic levels

16. Reflect on how your theoretical base drives your practice.

17. *Compile all artifacts to support the above NCATE criterion in PowerPoint format and upload to Blackboard by April 23.*

FINAL EXAM

The final exam in this course will be a presentation from each student assessing the professional development they have experienced over the course of the semester.

GRADES

Each of the experience will be graded on the basis of the electronic portfolio to be turned in by April 30. An A portfolio will contain artifacts to support each of the experiences described above in a manner that shows mastery.

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59 or less.

TOPIC SCHEDULE

This course will model for students the concept of emergent curriculum as used in early childhood curriculum planning. This means that topics we discuss will depend on the concerns/needs of the students as they arise.

Syllabus HESC 4383

Field Experience in Birth through Kindergarten Programs II

I. Instructor Information

Name:

Telephone:

Office phone:

Email:

II. Catalog Description

Field Experience in Birth through Kindergarten Programs II 3 credit hours (3 internship hours) Spring only

This course provides students with advanced interactive and observational experiences with young children in community-based early childhood programs. Includes 210 contact hours.

Prerequisites: HESC 4332/4332L & HESC 4342/4342L

III. Course Resources

Browne, K. W., & Gordon, A. M. (2013). *Early childhood field experience: Learning to teach well, Second Edition*. Pearson.

IV. Course Objectives (Aligned with NAEYC standards)

- Design, implement, and evaluate a variety of developmentally-appropriate, evidence-based learning opportunities and strategies for working with young children. (NAEYC 1a, 1b, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS 4f, 7a, 7b, 7c, 7e, 7f, 7g, 7i, 7k, 7l, 7m)
- Use knowledge of development to create healthy, respectful, supportive and challenging learning environments that support each child. (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS 3i, 3k, 3n)
- Demonstrate developmentally appropriate evidence- based guidance interactions to use with young children. (NAEYC 1a, 1b, 1c; ADE ; ATS 2a, 2b, 2f, 2h, 3k)
- Practice a variety of assessment techniques in partnership with families and other professionals. (NAEYC 1a, 1b, 4b, 4c, 4d, 5a, 5b, 5c; ADE ; ATS 4f, 7a, 7b, 7c, 7e, 7f, 7g, 7i, 7k, 7l, 7m)
- Demonstrate professional skills: collaboration, problem-solving, commitment to NAEYC Code of Ethics, ability to follow policies, and dispositions of effective teachers including sensitivity to culture, language and ability. (NAEYC 6a, 6b; ADE ; ATS 9a-o, 10a-t)
- Practice appropriate communication skills with peers, staff, families, and children. (NAEYC 6a, 6b; ADE ; ATS 9a-o, 10a-t)

- Practice self-reflection as a tool to improve teaching and interactions with each child and family. (NAEYC 2b, 2c, 3d; ADE ; ATS 1c, 2d, 7m, 8c, 10m)

V. Outline

SUGGESTED COURSE SEQUENCE:	WEEK/S #
1. Initial Stage Activity: Routines, observations, establishing goals and responsibilities.	1-2
2. Partnership Learning and Teaching: Increase teaching time becoming more critical, reflective, and evaluative as well as participating more in the decision-making process.	3-5
3. Initial Teaching: Continued teaching, assuming a greater role until full responsibility of teaching is reached.	6-7
4. Full Teaching: Assuming full responsibility of the total classroom with supervising teacher serving as Assistant.	8-13
4. Observation/Visitation: Observing, participating, and reflecting in other classrooms; observing and participating in parent groups. (Decreasing teaching time, relinquishing	14-15

VI. Assessment

The assessments for this course will include:

- An in-depth reflective journal that documents your interactions and experiences in each classroom of the total student teaching experience. 15%
 - A detailed self-assessment of each experience and collected samples of students' work to document your impact on student learning. 40%
 - Two videotapes of uninterrupted teaching samples are required. 45%
- 100%

HESC 4453 – Parenting and Family Dynamics

Fall 2015

MWF 10:45 - 11:35 a.m.

SCEN 402

Instructor: Laura Herold, Ph.D.

Clinical Assistant Professor of Human Development & Family Sciences

Office: 205D, Home Economics Building

Office Phone: 575-5162

Email: lkherold@uark.edu (This is the best way to reach me)

Office hours: By appointment. Please do not hesitate to contact me!

Course Description

The focus of this 4000-level, dual level course is on the influence of parenting and family dynamics on individual development. Topics include family values, the transition to parenthood, the stages of parenthood, and contemporary challenges facing today's parents. We will view these subjects in a social context, in light of cultural perspectives as well as theories and strategies.

Assignments are designed at the senior level for students with foundational coursework in HDFFS.

The goal is to help each student be better prepared to work with parents in his or her professional role. Indeed, the professional who works with children and/or families is, to some degree, a parent educator and must be ready for that role.

Graduate Credit

Students who are taking this course to satisfy graduate credit will be given alternate assignments designed to enhance their graduate work.

Course Textbook

Heath, Phyllis. (2013). *Parent-Child Relations Context, Research, and Application*. Upper Saddle River, NJ: Merrill Prentice Hall.

Course Objectives (Aligned with the Arkansas Department of Education teacher competencies, which are themselves linked with the NAEYC Standards for Teacher Preparation and the Competencies for Early Childhood/Special Education Integrated Birth-Kindergarten)

By the end of this course and with a passing grade, students will be able to:

- Review the history of childrearing in the United States and how it was influenced by philosophical perspectives (ADE 1.1, 1.2, 1.3, 1.4)
- Identify and compare different styles of parenting (ADE 1.4, 1.5, 2.1)
- Identify appropriate child socialization strategies for guiding children at each level of development toward competency and high self-esteem. (ADE 1.7, 1.8, 1.9)

- Relate parenting strategies to promote every developmental stage of childhood from prenatal to adulthood. (ADE 1.5, 1.6, 1.8)
- State the professional's role in supporting the needs of children with special needs in the socialization process. (ADE 1.7, 1.9, 4.4, 5.1, 5.2, 5.4)
- Analyze a family situation in light of Family System Theory (ADE 1.2, 1.4, 1.8, 5.1)
- Discuss issues of parenting in today's society from various vantage points with fellow students and parents (ADE 6.1, 6.2, 6.4, 6.6).
- Plan and execute a parent education event (ADE 1.4, 1.8, 5.2, 6.1, 6.2, 6.4, 6.5, 6.6, 6.7, 6.9, 6.10)

Arkansas Department of Education/NAEYC Standards for *your* Professional Preparation

I am charged by the Arkansas Department of Education and the National Association for the Education of Young Children to prepare professionals who have been trained to meet standards set by those organizations. NAEYC is also teamed with NCATE, which accredits our College of Education and Health Professions.

The ADE, NAEYC and NCATE have formulated standards for your preparation. You will need to have an understanding of what those standards are. Detailed discussions are available on documents provided on Blackboard.

Course Requirements

1. Come to class and to lab observations on time and prepared.
2. Participate in class and lab. This means *turning off cell phones* and *tuning into* the class.
3. Meet deadlines.
4. Conduct yourself professionally while in the classroom and its laboratory.
5. Complete every single assignment and turn in all work on time.
6. Show respect to the others in your class.
7. Believe the instructor believes in the students and will do all she can to support their learning.
8. Complete the required assignments and lab forms and submit them to your instructor on time. (See below.)

Teaching Philosophy

Ample research indicates that we learn best by being engaged and involved in the learning experience. Therefore, this class seeks to involve students, not just lecture them. We will use discussions, interaction activities, simulations, informal surveys, and real world experience as we seek to understand parenting and family dynamics in contemporary family systems in the United States today. This is a constructivist approach to teaching. In your work with families and children, you will be called upon, again and again, to relate to families which come in a variety of forms and deal with a variety of issues. Rote learning of facts will do you little good. Rather, you will need to be ready to function appropriately, in a way that meets the needs of clients of all ages. Responsibility to learn rests squarely upon you.

Attendance and Participation

Attendance and class participation are required because experience (and research) says active engagement in this class will help you learn. You cannot be actively engaged if you are not there. Plus, if you are not there, you will not get points for unannounced, in-class activities. Furthermore, your active engagement means **putting away your cell phone** and being fully intentional about learning. That attitude will help you do well—and help the class be interesting for all. Raise an issue, ask questions, take part in discussions. I strive to be respectful of others' ideas about parenting and family relationships.

Students will sign an attendance form to verify their attendance in each class session. Some in class assignments will be given and collected for credit. At the end of the semester, attendance will be used to determine situations in which a borderline grade within a point of the next highest grade should be “bumped up” or not.

Grades

All assignments must be turned in to receive a passing grade, regardless of point accumulation. Some assignments may be given an A, B, C, etc. and then points will be assigned on the usual basis with A= 95, B=85, C=75, etc.

TOTAL Points will be:

Two exams	200 points
Final Exam	100 points
Real world observations	50 points
Parent Education Program	150 points
TOTAL	550 points

At the end of the semester your grade will be assigned based upon where your percentage falls within the following general categories:

A	90-100%	B+	88-89%	B	83-87%	B-	80-82%
C+	78-79%	C	73-77%	C-	70-72%	D+	68-69%
D	63-67%	D-	60-62%	F	59% and below		

Assignments

The goal is to help students appreciate the variety of family forms and parenting issues as they work with families. I expect you to participate fully, because what you get out of this course will have a lot to do with how much you put into it. Be sure to complete all reading assignments and be prepared for class. In addition to regular text and internet readings, students will be asked to complete various assignments, the major ones of which are described below. In class assignments will require students to read their text and engage in class.

Real World Observations (50 points)

This assignment requires that you find a public place in which you can observe parents relating to their children. The children's play area at a fast food restaurant or the NWA Mall, the library, or a park are excellent choices. DO NOT watch children and parents at your place of employment because you need to be 100% focused on your task.

Please watch three scenes in which parents are interacting with their children. For each, note: (1) The date, (2) The setting, (3) The number, approximate ages, and gender of the people involved, and (4) What they say and do, being objective rather than subjective. (This means you observe like a movie camera would, noting sights and sounds without any judgment.) Following each objective description, add subjective comments, analyzing the style of parenting the parents are using and how effective that style appears to be. Submit a typed report on Blackboard and turn in your notes in class on the due date in the syllabus.

Parent Education Event (100 points)

During this class, you will be learning about several aspects of parenting, some of which may not be generally known or understood by some parents. Toward the end of the semester, you and a small group of classmates will design a portion of a parent education event for parents at the Jean Tyson Child Development Study Center on campus. The presentation will be offered to the parents on a date to be determined to be most workable by both the instructor and the students. Representatives from your group will first meet with the teachers of a classroom for guidance in selecting a topic of interest to the parents. Your group will also coordinate with the Interim Director of Program, Debra Modisette, as necessary. The group will then research and present an educational topic relevant to the parents. Each group will have a table to serve as their "booth."

Each group will: (1) make a poster for the event (2) design handout(s) on a topic of interest to parents of children birth to 5, and (3) plan an educational activity for the booth. We will agree on and approve topics for each booth in class. Submit plans, posters, and handouts on Blackboard two weeks prior to the event. The instructor will critique your work. *Please wait for her feedback before printing handouts and finalizing plans.* A grading rubric is attached and will be collected at the event.

Formatting and Submission:

All written assignments must be double-spaced, with 12 point Times New Roman font and one-inch margins.

Please save each assignment like this: "last name_assignment name" and upload to the C-Tools drop box. For example, my submission for a descriptive review would be: Herold_Descriptive Review. Assignments must be submitted by 11:59 pm on the day they are due.

It is your responsibility to turn work in on time on Blackboard. If you have Blackboard trouble, work with the kind folks at bbhelp@uark.edu. Blackboard submissions will remain open past the due date but will be marked "late" if the due date is not met and the grade will be docked accordingly. (See below).

Special Needs

If you have a disability or other need for accommodation, please inform the instructor as soon as possible so that she can facilitate your need. This information will be treated as private and confidential.

Late and Missing Assignments

If you are faced with turning in late work:

- Discuss your situation with the instructor prior to the due date—then email her as a backup.
- Post your work on Blackboard as soon as it is completed. Although the portal will remain open until the end of class, the final grade will be docked a letter grade for each day it is late as verified by Blackboard unless there is a verified, compelling reason the work is late. (Remember that computer failure is NOT a legitimate excuse for late work.) For example, if you score an A on an assignment, you will receive a B if it is turned in one day late, a C if it is turned in two days late, etc. After the fourth day, the grade will be an F. However, even if the grade is an F, 60% of points is far better than 0% of the points. Turn your work in!
- You are responsible for checking Blackboard to make sure the work you turn in is there and able to be opened.

Attendance

Attendance will be taken at almost all class sessions. However, inspired by my philosophy of teaching, points are not given. The reward should be intrinsic—what you take away from each session, better understanding of the material, and higher performance on exams. At the end of the course, however, I use the attendance to determine whether or not to bump up a close-to-the-line grade or to let it stand.

Inclement Weather / Illness

Class will be held as scheduled unless the University closes due to bad weather or the instructor can't safely get off her hill. Students also have a right to make this call for their own personal safety. If the University or the instructor cancels class for inclement weather, the absence will not be counted as such in your attendance tally. You are encouraged to log-on to the University web page at www.uark.edu and look for a weather announcement and/or listen to local television or radio broadcasts for school closings. If the University is closed or class is canceled, the instructor will also attempt to send an email message to all students via their uark.edu email accounts. However, power outage may make this impossible.

If the University is closed due to weather or illness, students are reminded to keep up with their reading. If closing is extended, the instructor may also post videos, assignments, etc. (if electricity is intact.).

Open Communication

I value my students and your opinions and encourage you to express your feelings. This is especially important if you feel I have not fairly assigned a grade to your work. If you feel that your work should be reassessed, you must call it to my attention within 2 weeks after the assignment is returned. After that point, I will not reassess work.

Cell Phones and Electronic Devices

The number one student complaint about rude behavior in the classroom is cell phones ringing, buzzing, and clicking in class. Texting is also distracting to others—and to me. For this reason, avoid use of electronic devices during class. If you wish to use a lap top computer during class, please sit on the back row of students where your screen is less likely to distract others.

Academic Dishonesty / Plagiarism

Be honest and ethical in your approach to this class, including the exams you take, the papers you write, and the attendance records you keep. Policy states, “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

Dishonesty of any kind with respect to examinations, course assignments, or alteration of records shall be considered cheating. This includes plagiarism, hiring others to do your work, or cheating in any other form, including making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists. Students also should do everything possible to be responsible during the exam process and to be honest in the performance of assigned tasks in or out of class. Please refer to the University policy on academic dishonesty on the Provost’s web page to see how the U of A will be handling cases of suspected dishonesty.

Anti Bias

The instructor will do all within her power to eliminate racism, sexism, and other forms of prejudice in this classroom. If you believe that you have experienced any form of prejudice, please bring it to my attention.

We will be discussing many styles of parenting, some of which will be different than the parenting you may have experienced. However, when you work professionally with children, you also work in a professional role with their parents. It is important to do so with respect and appreciation for the circumstances in which parents are functioning. These, too, may be very different for the circumstances you have known in the past. It is important to appreciate that almost all parents want the very best for their children and may be struggling with being unable to provide what you consider “best.”

Help is Available

In the *Parenting and Family Dynamics* course, we will discuss many topics, some of which could potentially raise painful personal issues for you. If you are in distress over any topic we discuss in class, I encourage you to contact **Counseling and Psychological Services (CAPS): 575-CAPS (2277), which is free of charge to students.**

For assistance with writing, referencing, APA style, or to have someone diagnose your errors and teach you to correct them, please seek help from The Quality Writing Center: KIMP 316 / 575-6747 / writcent@uark.edu <http://qwc.uark.edu/>

Tentative Schedule

The schedule, which begins below, will give you an idea of the experiences this class offers. I stress that we may find it necessary to change a few dates, add another topic, etc. as we move through the course. However, once an exam is scheduled, I strive to honor that date. *Please put exam dates on your calendar now and honor them as you plan your personal schedule. These dates should be your priority. Do not make air reservations, etc. that conflict with these dates.*

Tentative Schedule for the course (Students are responsible for keeping up with changes made to this schedule in class and/or by computer.)		
DATE	TOPIC	ASSIGNMENT TO HAVE READY BY CLASS TIME
Aug. 24	Introduction to the course	Historical Overview Heath Text Chapter 1
Aug. 26	Types of Families	Heath Text, Chapter 2
Aug. 28	Ethnic and Other Forms of Diversity in Parenting	Chapter 2 Continued
Aug. 31	Today's Family	Download, read, and bring to class: http://pewsocialtrends.org/assets/pdf/754-new-demography-of-motherhood.pdf (Copy/paste into your browser if necessary.)
Sep. 2	Family Systems Theory	This is a crucial class for foundational understanding.
Sept. 4	Family Systems Theory Applied	-----
Sept. 7	NO CLASS: LABOR DAY	

Sept. 9	Varied <i>Structure</i> : Adoption, Fostering, and other atypical families	Heath, Chapter 3, p. 54-59; p. 78-86 http://www.adoption
Sept. 11	Varied <i>Structure</i> : Divorced Parents	Heath, Chapter 3, p. 59-63
Sept. 14	Varied <i>Structure</i> : Stepparenting	Chapter 3 , p. 63-66
Sept. 16	Varied <i>Structure</i> : Teen Parents	Chapter 3, p. 66 - 70
Sept. 18	Varied <i>Structure</i> : Gay & Lesbian Parenting	Chapter 3, pg. 70-3
Sept. 21	Varied <i>Structure</i> : Grand families	Chapter 3, pg. 76-77
Sept. 23	EXAM #1	Covers Chapters 1-3 and all class notes until this point.
Sept. 25	<i>Parenting Strategy</i> : Socialization	Read Chapter 4, pg. 88-102
Sept. 28	<i>Parenting Strategy</i> : Communication	Read Chapter 4, pg. 102-107
Sept. 30	<i>Parenting Strategy</i> : Guidance to Reinforce	Read Chapter 4, pg. 107-117
Oct. 2	<i>Parenting Strategy</i> : Setting Effective Limits	<i>Note: Assignment due on midnight Oct. 9th. You may need to utilize some weekend time.</i>
Oct 5	<i>Parenting Strategy</i> : Setting Effective Limits	Read Chapter 4, p. 117 to end of chapter
Oct. 7	Deciding to Become Parents	Heath, Chapter 5, pg. 122-127

Oct. 9	NO CLASS: Out of class Assignment	Before class today, observe and record the communication you hear between children and parents, <i>concentrating on how parents set limits for the children</i> . Go to the play area at the Mall, a fast food playground, or the public library. Write the approximate age/gender/behavior and the location of each child you observe. Spend at least 30 minutes. Handwritten notes will be collected in class on Monday.
Oct. 12	Pregnancy and Birth	Heath, Chapter 5, pg. 128 - 135
Oct. 14	Infants and Toddlers, Emotional, Social Growth	Chapter 5,pg. 135 - bottom pg. 142
Oct. 16	Infants and Toddlers Cognitive, Motor Devel	Chapter 5, bottom pg. 142-end of chapter <i>Fall Break is not until Oct. 19. Please be in class today.</i>
Oct. 19	NO CLASS: FALL BREAK	
Oct. 21	Parenting Preschoolers: Social/Emotional Growth Topic	Read Chapter 6, bottom pg.158 – bottom of pg.167
Oct. 23	Parenting Preschoolers: Cognitive/Motor Devel.	Read Chapter 6, bottom of pg. 167- .end of chapter
Oct. 26	Parenting School Agers: Social-Emotional Health	Chapter 7 pp 195 - 206
Oct. 28	Parenting School Agers	Chapter 7 206 to end of chapter
Oct. 30	EXAM # II	Covers Chapters 4-7.
Nov. 2	Parenting Adolescents: Conflicts	Read Chapter 8, pg. 227 – mid pg, 242
Nov. 4	Parenting Adolescents	Chapter 8, mid pg. 242- to end

Nov. 6	Educating Parents	Group Assignments, topic choices. Attendance Counts on group work grade unless excuse by University-excuse Read all portions available from Table of contents: https://www.childwelfare.gov/pubs/issue-briefs/parented/
Nov. 9	Group work day #1	We will meet in class to take attendance, then begin group planning . Attendance counts toward group grade.
Nov. 11	Group work day #2	We will meet in class to take attendance, then meet in presentation to put plans into action. Attendance counts toward group grade
Nov. 13	Group work day #3	We will meet in class to take attendance, then meet in presentation groups for preparation. Turn in your individual reflection on your participation in planning during this phase of the project by midnight November 14 th on Blackboard. Turn in flyer and proposed evaluation form designed by their group by midnight Nov. 15 th on Blackboard.
Nov. 16	Last Phases of Parenting: Role Transitions	Read Heath, Chapter 10. pg. 284 – top 291
Nov. 18	No official class, prep for parent education event as needed. Event will be from 4:00 to 5:30 at Jean Tyson Child Development Study Center. SEE PARENTING EVENT RUBRIC ON FOLLOWING PAGE.	
Nov. 20	Reporting Out	Must be in class to get points for participation in reporting out about experiences from each group concerning their topic and parent responses. Fill out reflection #2 and turn into Blackboard by midnight Nov. 21 st . Turn in event evaluation that you have filled out on Blackboard by midnight. Nov. 21 st .
Nov. 23	Grandparents and Life Course	Read Chapter 10- top 291- top pg. 304
Nov. 25-27	NO CLASS: THANKSGIVING BREAK	
Nov. 30	Parenting Children with Special Needs	Read Heath, Chapter 11
Dec. 2	Child Maltreatment	Read Heath, Chapter 12. Pg. 244 –mid page 365
Dec. 4	Dealing with Death	Heath, Chapter 12, mid pg. 365 to end of chapter

Dec.7	Other Parental Behaviors that Impact Children	-----
Dec. 9	Review for Final	
Dec. 14 10:15 – 12:15	Final Exam. Covers all material since Exam II	

Grading Rubric for Parenting Presentation

Name _____ Group Topic _____

Inputs	Points	Student’s Assessment (Check those that apply and add comments as you wish)	Teacher’s Comment	Points Earned
Is present at first work session or has approved excuse	10			
Is present at second class work session approved excuse	10			
Is present at third class work session approved excuse	10			
Reflection #1 Outline plans of your group and your intended role Due midnight Nov. 14 on Blackboard	10			
Each student turns in flyer designed by their group to Blackboard by midnight Nov. 15 th	10			

Each student turns in proposed evaluation form designed by group to Blackboard by midnight Nov. 15 th .	10			
Is present at the event and contributing in a meaningful way. If excused, what extra effort was made to make up that absence (such as flyer design, handouts, etc)? In that case attach artifact evidence to rubric.	25			
Is present a Reporting Out session or UA-approved excuse	15			
Reflection #2 <i>Due</i> midnight Nov. 21 st on Blackboard	15			

Administration and Leadership in the Helping Professions
Syllabus for HESC 4463
Fall Semester 2015

Meets: Monday and Wednesday from 3:05 to 4:20 p.m.

Instructor: Mardi Crandall

Office Hours: By Appointment

Phone: Office 575-5224 or at home until 10 p.m. (442-9973).

Email: (best contact) mcranda@uark.edu.

Text: Developing Management Skills by Whetten and Cameron (2016)

Office: Located at the Home Management House, 520 Storer, one block west of Leverett and 1/2 block north of Maple.

Course Description

Planning, developing, operating, and evaluating programs in the helping professions, including child care and family-related agencies. Emphasis will be on administrators' roles as leaders in organizations. Topics include facilities, budget, staff development, and policy manuals.

Prerequisite: HDFS major and senior standing or permission from instructor

Objectives & NAEYC Standards

Upon completion of this course, the student will be able to complete/demonstrate the following with a grade of C or better:

- Utilize the Myers Briggs to gain personal insight into temperamental differences and how they affect leadership style.
- Demonstrate a working knowledge of Arkansas Minimum Requirements for Child Care Centers **or** adult care facilities by participating in a quiz bowl session about these regulations (NAEYC Standard 6 a, 6b)
- Identify the leadership style of a working director and discuss your reaction to it. (Standard 6a, 6b).
- Identify components of a budget and find errors in a sample budget. (Standard 1a, 1b, 1c, 2b, 2c, 5a, 5b, 5c, 6a, 6b)
- Write 3 educational learning objectives using the SMART format.
- Plan and execute a presentation with a group of students to simulate a staff training on a topic of ethics, diversity, or assessment (Standard 1a, 1b, 1c, 2b, 2c, 5a, 5b, 5c, 6a, 6b)
- Articulate the steps involved in forming a business for a human-oriented care facility (Standard 1a, 1b, 1c, 2b, 2c, 5a, 5b, 5c, 6a, 6b)
- Assess personal management skills (6a, 6b)
- Analyze time management skills and shortfalls as we increase self-awareness (6a, 6b)
- Write a plan for managing stress and encouraging wellbeing in your simulated work place (6a, 6b)
- Define the steps in analytical problem solving model and the limitations of this model (6a, 6b)
- Apply the principles of supportive communication to management scenarios (6a, 6b)
- Articulate the use and abuse of personal power in the workplace (6a, 6b)
- Design a plan to motivate others to increase to a new desired level of performance (6a, 6b)

Class Learning Theory

Because this class is taught using **constructivist** theory, attendance is essential. You will remember from your courses, that constructivist theory says that the learner constructs his/her knowledge from experiences, reading, etc. in and outside the classroom. In order to learn the maximum amount and perform well on assignments in this course, the learner has to be present for the experience. In addition, the learner needs to bring a desire to learn to the experience. Children naturally have this desire. University students sometimes have to rekindle this desire to be motivated learners. I will try to help motivate you, but in the end, you must **want** to learn to maximize the experience.

Class Policies

Policies for this class are consistent with University policies as printed in the Student Catalog. This syllabus cannot duplicate the catalog; therefore, students need to familiarize themselves with the policies as published by the University of Arkansas as well as those outlined below specific to this course.

Attendance

Your attendance in class and at any group meetings will make the difference between successful performance and failure to perform well. Everything you need to know to be successful will be available in class or you will be directed to resources in class. If you miss class, it is **your responsibility** to get instructions from the instructor or a classmate. University policy says, “Students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes.” Because it is impossible to duplicate an entire class session just for you, the only way to stay fully informed is to attend class.

According to University policy, excusable absences are illness of the student, serious illness or death of a member of student’s immediate family or other family crisis, University-sponsored activities for which attendance is required by virtue of scholarship or participation, and religious observances.

Attendance will be taken at most if not all class meetings. The class roster is an official record and to alter it in any way that is dishonest is a breach of academic integrity which the instructor will pursue according to University policy.

Assignments & Turning Them In on Blackboard

Students in this class will have some—but not total—autonomy over some of their assignments. This means that the class will have a part in deciding what assignments will be meaningful to them.

All work must be turned in electronically on Blackboard unless noted. **Late work will be docked the equivalent of a letter grade for each class period it is late.** Blackboard will remain open until December, but work will be docked one letter grade for each day it is late. If you are more than 5 days late, your grade will be an F but you will still receive points. (Remember: 50 points are far better than 0 points, which are awarded when work is not turned in at all.) **Exceptions will be made only when the student has a valid excuse as outlined above and discusses the situation with the instructor within a day of returning to class. If you have difficulty submitting your work, please contact the kind people at Blackboard at bbsupport@uark.edu for help.** I suggest submitting your work prior to the deadline in case a problem arises.

Classroom Conduct

Respect is the basis of classroom conduct, on the part of both the instructor and the students. This should be true of all professional situations, so look at it as practice. This means that students and instructor will **be on time** as much as is humanly possible, **listen** to each other's ideas, **talk at appropriate times**, **keep all confidential information inside the classroom walls**, and **stay for the entire session of class unless prior arrangements are made**. It also means that you need to sit up, maintain a pleasant look on your face, and stay alert. These qualities are expected of all professionals. This class will give you an opportunity to practice professionalism. Unless the instructor asks for you to use your cell phone, do not use it during class.

Text & Materials

The text for this class, *Developing Management Skills* by Whetten and Cameron, will be heavily used for this class. However, the student is also responsible for accessing, downloading, printing, and reading assignments from the internet as they are given.

Exams

Each and every assignment, including projects, is an examination of your understanding. In addition, there will be a final exam. The final will be given according to the schedule shown on ISIS. Please calendar those now and plan accordingly. The final will be scheduled according to the U of A final calendar.

Weather Policy

The class will be held whenever possible. In the event the University of Arkansas closes, the absence will not be counted against you. Office of University Relations posts appropriate inclement weather information to the University's web site (<http://www.uark.edu>), via the RazALERT emergency communications system (<http://emergency.uark.edu/>), and through notification of local and regional media. In the event of bad weather conditions which make it impossible to hold class, class will not be held. You also have a right to make a decision to not attend class if it is dangerous for you to do so due to weather conditions.

The instructor will attempt to notify students by e-mail in the event class is cancelled. **If class is cancelled due to dangerous conditions and a project is due that day, the project will be due at the next class meeting.**

Independent and Special Needs

Unless work is assigned as group work, it is expected that each student will work independently. Plagiarism of written work will not be tolerated. Arranging for someone else to write and/or complete your work for you is a form of plagiarism. If you have an emergency and are unable to finish an assignment on time, it is better to accept the penalty of turning in a late assignment than it is to cheat.

If you are eligible for services through special campus access services, including services for learning disabilities, you need to inform the instructor within the first two weeks of class. She will also receive verification from CEA to initiate services for you. She has an understanding of such needs and will do everything she can do to help accommodate your needs.

Academic Dishonesty/Plagiarism

Be honest and ethical in your approach to this class, including the exams you take, the papers you write, and the attendance records you keep. Policy states, "As a core part of its mission, the

University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

Dishonesty of any kind with respect to examinations, course assignments, or alteration of records shall be considered cheating. This includes plagiarism, hiring others to do your work, or cheating in any other form, including making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists. Students also should do everything possible to be responsible during the exam process and to be honest in the performance of assigned tasks in or out of class. Please refer to the University policy on academic dishonesty in the *Catalog of Studies*. Cheaters do not get good recommendations—and prospective employers often ask, even if you do not give them my name.

Late Work

In order to earn an A or B in the course, **all** assignments must have been turned in. Above average students do not avoid turning in an assignment, even a small one. I will accept late assignments for one week following the due date; however, *the grade will be docked a letter grade (from A to B / B to C / C to D, and D to F) for every day it is late. After five days of being late, the grade will be an F. However, work will be accepted on blackboard until Dead Day. Even a grade of F is far better than a grade of 0. Exception will be made for extraordinary situations such as death in the family, hospitalization, etc. Do not leave work in my mail box. Upload all late work to Blackboard which will time stamp your entry.*

First Assignments

Project #1, Due According to Syllabus Schedule

Complete the Personal Assessment of Management Skills found on page 15 of the text. Answer honestly and without looking ahead; the assessment is not graded but will inform you about what your strength and weaknesses are. Score your assessment according to the key on page 32.

Based on your findings, type a single page in 11 point Times New Roman, double spaced with 1-inch margins, discussing the top three things you believe you need to work on most during this semester. 50 points.

Project #2 , Due According to Syllabus Schedule

Go on line to www.humanmetrics.com and fill out the indicator for the Jung Typology Test. It is free of charge. Read the material on the personality indicator, then fill out the indicator questionnaire. Indicate that you want the computer to score your answers. There are no right or wrong answers, no one score better than another. We will use this material in class. You will receive 50 points for completing the questionnaire, printing your “letters”, uploading your “letters” to Blackboard, and bringing a copy of the “letters” to class on the due date for discussion. Late papers will be docked 25 points for this assignment because if you are not ready by class time, you will not be able to participate in the activity.

Project #3, Due According to Syllabus Schedule

Find the web site for either the Arkansas Division of Child Care and Early Childhood Education (DCCECE) **OR** the Division of Aging and Adult Services. These agencies license facilities for the state of Arkansas, both the adult care and child care facilities. Read the site and download and print a copy of the Minimum Requirements for Child Care Centers in Arkansas **OR** the Rules and Regulations for Adult Day Care at the respective sites. *Using a colored pencil or pen, underline portions that you feel to be most important for the*

well being of children or elders in care facilities. Also prepare 15 index cards as follows: On each card write one question on the front of the card which pertains to the child care regs or the adult care regs. All 15 cards should be either one or the other topic. The questions should be easy answer by listening to the question but NOT true/false and NOT yes/no questions. Write the question on the front of the card, and the answer on the back. Bring your downloaded, underlined version AND your completed cards to class on **Sept. 21** with your name on one card and your initials on all others. Full points for being thoroughly prepared and participating =100. If you are not in class that day, you will be docked 25 points because so much of the learning is based on participating.

Project #4, Due According to Syllabus Schedule

Make an appointment to visit with a director or assistant director at a care environment in which humans are cared for on an on-going, paying basis. Ask the director about his/her views on leadership, what techniques work best, what supervisory style works for them, etc. If you are in doubt about whether a location is acceptable, you may email for verification. A day of class time will be devoted to visits. Turn in a full-2-page (1-inch margins) description of your field trip typed, double spaced in a 12-point Times New Roman font. Include a paragraph of your reflections about the director's thoughts. In other words, did you agree or disagree and why? The director's name and business address must be included as well as a separate, correctly addressed, **unsealed, stamped** thank you note to the director from you. I will read the note and mail it for you. Full points = 100 points.

Project #5 Student Choice Choose one of the following:

- Write a plan for managing stress and encouraging wellbeing in a simulated work place. You will receive a scenario from your instructor, describing a work place in which stress is high and encouragement is needed. You will apply what we have read and talked about in class to devise a workplace intervention to help manage stress level and encourage well being. Describe your plan in 3 pages, giving details typed in 11 point Times New Roman, double spaced, with 1 inch margins. Upload to Blackboard. Deadline given in the schedule. 200 points.
- Design a plan to motivate others to increase to a new desired level of performance You will receive a scenario from your instructor, describing a work place in which productivity is low and increased productivity is needed. You will apply what we have read and talked about in class to devise a workplace intervention to help increase productivity. Describe your plan in three typed pages, giving details in 11 point Times New Roman, double spaced, with 1 inch margins. Upload to Blackboard 200 points

Group Presentation 100 points

This group process will be much like the process required in the professional world and will serve as a learning experience for students. Some class time will be devoted to planning, but the group may also need to make some time outside of class. Be sure to retain electronic copy to assure against a glitch.

The instructor will divide the class into working groups based on stated career interests. Each group will:

- plan and present a 30-minute, mock training session for a staff of an organization dedicated to caring for a population. Your group setting may be a child care center, a care facility for

- elders, or a residential program for young adults with disabilities.
- The group will select a specific training topic from one of the following areas: ethics, diversity, or program evaluation.
- The class will assume the role of staff members who work in the setting selected by the group.
- The group will select plan a 30-minute training using interactive methods that will engage their learners. The training session should **NOT involve lecturing or reading material** to your “staff.” Rather, it should take a constructivist approach to interactive learning by involving the audience in learning activities.
- Groups may “disenfranchise” any member who is not participating in the work of the group. Group members will present their case before a Disenfranchise Judge (your instructor). If the Judge agrees, the disenfranchised member of the group can elect to receive 0 points or to write a 10-page paper on the topic the group is presenting.

Evaluation (also see “Late Work” section above)

Assignments one through five total 500 points, the group presentation is 100 points, and the final is 100 points, making the grand total 700 points. Grades will be figured on the basis of 90% and above as an A, 80% to 89.9% a B, 70% to 79.9% a C, 60 to 69% a D, and below 60% an F.

The grade will be docked a letter grade (from A to B / B to C/ C to D and D to F) for every day it is late. After five late days, the grade will be an F, but the Blackboard portal will remain open until midnight of Dead Day for partial credit. It is not the instructor’s role to notify you about missing assignments. It is the students’ role to check Blackboard for any missing assignments and act accordingly. I suggest that once you enter an assignment that you close Blackboard and then re-enter to make sure your work has posted. If you are late, remember that even an F is better than a 0. Exception will be made for extraordinary situations such as death in the family, hospitalization, etc.

Tentative Schedule for the Course (Students responsible for keeping up with changes)		
DATE	TOPIC	ASSIGNMENT TO HAVE READY BY CLASS TIME
August 24	Introduction Put Yourself in a Leader’s Shoes	Receive syllabus What We Know and What We Want to Know
August 26	What Predicts Successful Organizations?	Read Introduction , pages 1 to 33 of the text Complete the Personal Assessment of Management Skills, page 15 of your text.
August 31	A Leadership Style That Wins at Work	Read Chapter 1, text DUE: Assignment #1 Upload to Blackboard by class time

Sept. 2	Leadership Style: Using a Helpful Tool	Access, download, copy and read: Humanmetrics.com Work through Myers Briggs Personality Indicator on line. Bring printed copy of your “letters” to class to work with and turn in for credit. DUE: Assignment 2, print out of indicator letters from the web site and follow instructions above to post and participate
Sept. 7	Labor Day Holiday	No Class
Sept. 9	Managing Stress in the Workplace	Read Chapter 2, text
Sept. 14	Working to Relieve Personal Stress	Chapter 2, Continued
Sept. 16	Writing Objectives Objective Writing Workshop	Download, print, read, bring to class: http://usagso-sg.tripod.com/22_learning_objectives.pdf See assignment for next class session.
Sept. 21	Ethical Practice: Follow the Regulations	Read the Minimum Regs and follow instructions for assignment 3. Bring to class as per instructions in syllabus. DUE by class: Assignment 3 with questions completed.
Sept. 23	Analyzing Problems – Using the Steps	Chapter 3, text
Sept. 28	Limits of Creative Problem Solving	Chapter 3, text
Sept. 30	Managing Relationships in the Workplace	Chapter 4, text

Oct. 5	Supportive Communication	Chapter 4
Oct. 7	No class today	Please meet with a director of a non profit care-related agency in NW Arkansas to learn about his/her responsibilities. See assignment section above for details.
Oct. 12	Reporting: Your Experience from the Real World	Come prepared to share your experience in your interview DUE: Assignment # 4
Oct. 14	Budgets	In class workshop.
Oct. 19	No Class Fall Break	
Oct. 21	Ethical Use of Power and Influence	Chapter 5, text
Oct. 26	Grants: Are They Do-Able?	Access, Download and Read: Grants.gov Find a grant you might be interested in attaining to support a nonprofit organization, download information and bring to class.
Oct. 28	Motivating Others	Chapter 6, text
Nov. 2	Motivating Others	Chapter 6 www.sba.gov/starting/indexbusplans.html
Nov. 4	Managing Conflict	Chapter 7
Nov. 9	Empowering Others	Chapter 8
Nov. 11	Training Staff	Download and read: http://www.nonprofitrisk.org/library/articles/employment-

		<i>training010206.shtml</i>
Nov. 16	Teamwork Training Groups Assignments	Chapter 9 Staff training groups will be assigned today. Please be present.
Nov. 18	Leading Positive Change	Chapter 10
Nov. 23	Group Workday	
Nov. 25	No Class	Thanksgiving Break
Nov. 30	Group Workday	
Dec. 2	Staff training Staff training	
Dec. 7	Staff training Staff training	
Dec. 9	Staff training Staff training	

FINAL AS PER ISIS

UNIVERSITY OF ARKANSAS
DEPARTMENT OF CURRICULUM AND INSTRUCTION
CIED 3023, SURVEY OF EXCEPTIONALITIES
Special Education Program
“Scholar-Practitioner Model”

- I. Program Affiliation** Curriculum and Instruction
Course Number and Title CIED 3023, SURVEY OF EXCEPTIONALITIES
Catalog Description This course is a survey of the characteristics of students with exceptional needs. The course will review the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities, the legal basis for the education of persons with exceptionalities, and interventions useful in teaching individuals with exceptionalities in early childhood, elementary, middle level, and secondary programs.

Instructor Dr. Tom Smith (tecsmith@uark.edu; GRAD 324)

II. Relationship to Knowledge Base

BASIC LEVEL

This course is one of the substantive core courses required of all education majors at the undergraduate level. The Scholar-Practitioner Model at this level provides an introduction to the education of individuals with exceptionalities and a foundation for the developing professional. Survey of Exceptionalities is also a prerequisite for other courses in the area of special education.

III. Goal

The goal of this course is to provide future scholar-practitioners with a knowledge base concerning the issues involved in the education of persons with exceptionalities.

IV. Competencies

By the end of the course, the student will access, use, and/or generate knowledge by integrating theory and practice.

- A. Define and describe the various categories of exceptionality.
- B. Describe the learning and behavior characteristics of individuals with exceptionalities.
- C. Explain special education and the law and regulations governing the provisions of educational services to individuals with exceptionalities.
- D. Give examples of appropriate instructional and environmental interventions and/or modifications in the various areas of exceptionality.
- E. Identify issues in providing educational services to individuals with exceptionalities of varying ages, cultures, and diverse backgrounds.

- F. Determine his/her role and responsibility in the development and implementation of educational programs for students with exceptionalities.
- G. Review and apply relevant literature to educational situations.
- H. Recognize appropriate use of technology for individuals with exceptionalities.
- I. Recognize the role and function of the Council on Exceptional Children (CEC) Code of Ethics in the education of students with exceptionalities.
- J. Examine personal beliefs and values related to the knowledge base in the education of individuals with exceptionalities.

V. Content

- A. The context of special education in public schools
 - 1. Special education defined
 - 2. Issues in classification and labeling
 - 3. History of special education services
 - 4. Legislation and litigation affecting the education of students with exceptionalities
- B. Planning and delivering services to individuals with exceptionalities
 - 1. Identifying students eligible for special education services: nondiscriminatory assessment
 - 2. Understanding the process of special education programs with appropriate related services
 - 3. Delivering educational services: least restrictive environment issue
 - 4. Development of instructional and environmental modifications for students with exceptionalities
 - 5. Roles and responsibilities of regular and special class teachers in planning the individualized program
- C. Specific exceptionalities
 - 1. Definition
 - 2. Causation
 - 3. Learning and behavior characteristics of each
 - 4. Educational intervention strategies and modifications for each
 - 5. Roles and responsibilities in programming for the exceptional student
- D. Family, cultural, and life span issues
 - 1. Impact of exceptionalities
 - 2. Role of families in the collaborative IEP and educational process
 - 3. Multicultural perspectives on families
 - 4. Early intervention
 - 5. Transition

VI. Evaluation and Assignments

Exams (3 exams – 50 pts. each; 150 pts. total) (Exams are based on in-class information and information from textbook)

Abstracts (6 abstracts – 30 pts; abstracts are a 1 page summary of a journal article)

Research Paper with APA in text reference and reference list (20 pts)

Minimum of 10 hours field experience (50 pts)

Interview
Community Agency Observation OR Inclusive Classroom Observation

VII. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

VIII. Grading Scale

250 total points

A	90%-100% (225 – 250 pts)
B	80%-89% (200 – 224 pts)
C	70%-79% (175 – 199 pts)
D	60%- 69% (150 – 174 pts)
F	Below 60% (below 150 pts)

All written assignments are to be prepared on a computer and submitted through blackboard. Typos, misspellings, and grammar errors will result in a lower grade. Use people-first language. Avoid language that is sexist, culturally biased, reinforcing of stereotypes or offensive to person with disabilities. For your written assignments, use 12 font with 1-inch margins and single spacing. The *Publication Manual of the American Psychological Association* (5th ed.) format is to be used when citing materials.

IX. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process.

X. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities (CSD). The CSD is located in the Arkansas Union, Room 104 and on the web at: <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks. Email your professor if you wish to speak to him or her confidentially.

XI. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. Review the Computing Code of Conduct because sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behavior can result in possible removal from the class and /or disciplinary action as per the student handbook.

XII. Inclement Weather

Class is cancelled if the Fayetteville School District or Springdale School District cancels classes. University closing announcements are also made on KAUF Radio 91.3, as well as local radio and television stations. The University's inclement weather site is updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.nclk>.

XIII. Course Resources

Mullins Library

XIV. Research Base

Required Text

Smith, T.E.C., Polloway, E.A., Doughty, T., Patton, J.R., & Dowdy, C. (2016). *Teaching students with special needs in inclusive settings*, 7th ed. Pearson (e-text).

XV. Attendance Policy

Attendance is not a requirement. However, students are responsible for any in-class information or announcements. The majority of test questions will be taken from in-class discussions, so class attendance is extremely important. Students who miss class should always communicate with other students to ensure that they get any information that was missed. Any students missing exams will not be allowed to make up the exam without a legitimate excuse, approved by the instructor.

Class Schedule

Class #1	8/25	Introduction; Syllabus review
Class #2	8/27	Chapter 1 – Inclusive Education
Class #3	9/1	Chapter 1 – Inclusive Education
Class #4	9/3	Chapter 2 - Collaboration
Class #5	9/8	Chapter 2 - Collaboration
Class #6	9/10	Chapter 3 – Identifying & Programming
Class #7	9/15	Chapter 3 – Identifying & Programming
Class #8	9/17	Chapter 4 – Teaching Students with LD
Class #9	9/22	Chapter 4 – Teaching Students with LD
Class #10	9/24	Chapter 5 - Teaching Students with ED (blackboard assignment)
Class #11	9/29	Chapter 5 - Teaching Students with ED
Class #12	10/1	Exam #1 chapters 1 – 5 (completed on blackboard)
Class #13	10/6	Chapter 6 Teaching Students with Intellectual Disabilities
Class #13	10/8	Chapter 6 Teaching Students with Intellectual Disabilities
Class #14	10/13	Chapter 7 – Teaching Students with ADHD
Class #15	10/15	Chapter 7 – Teaching Students with ADHD/ASD
Class #16	10/20	Fall Break
Class #17	10/22	Chapter 8 – Teaching Students with ASD
Class #18	10/29	Chapter 9 – Teaching Students with Language Disorders (black board)
Class #19	11/3	Chapter 10 - Teaching Students with Sensory Impairments (black board)
Class #20	11/5	Exam #2 chapters 6 – 10 (completed on black board)
Class #21	11/10	Chapter 11 – Teaching Students with Low Incidence Disabilities
Class #22	11/12	Chapter 11 – Teaching Students with Low Incidence Disabilities
Class #23	11/17	Chapter 12 – Teaching Students who are At Risk
Class #24	11/19	Chapter 12 – Teaching Students who are At Risk
Class #25	11/24	Chapter 13 – Teaching Students with Gifts & Talents (black board)
Class #26	11/26	Thanksgiving
Class #27	12/1	Chapter 14 – Teaching Students with Special Needs – Elementary
Class #28	12/3	Chapter 14 – Teaching Students with Special Needs – Elementary
Class #29	12/8	Chapter 15 – Teaching Students with Special Needs – Secondary
Class #30	12/10	Chapter 15 – Teaching Students with Special Needs – Secondary
Exam Week		Exam #3 Chapters 11 - 15 (completed on blackboard)

Assignment Due Dates:	Exam 1	10/1
	Exam 2	11/5
	Exam 3	exam week
	Abstracts	11/10
	Research Paper	12/1
	Field Experience	12/10

10% will be deducted for each day assignments are late!

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.

1. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
2. Special education professionals engage in professional activities which benefit exceptional individuals, their families, other colleagues, students, or research subjects.
3. Special education professionals exercise objective professional judgment in the practice of their profession.
4. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
5. Special education professionals work within the standards and policies of their profession.
6. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
7. Special education professionals do not condone nor participate in unethical or illegal acts, or violate professional standards adopted by the Delegate Assembly of CEC.

Adopted by the CEC Delegate Assembly, April 1983; available at:

<http://www.cec.sped.org/ab/purpose.html>

Research Paper Assignment

Write a 7 – 10 page paper (double-spaced) on some aspect of special education; the topic must be approved prior to your writing the paper. You must include a minimum of 5 references in your article and use proper APA (5th ed.) format. Your paper can focus on a particular disability, special education practice, or legal requirement. (20 points)

Abstract Assignment

Read 6 articles from professional journals (a list of journals will be posted on the web site). Summarize each of the articles and give your reflection to the article. Make sure you include bibliographic information about the article. Use the following to guide your abstracts. (5 points each; total 30 points)

Part 1 Questions

1. What is the author's purpose in writing the book?
2. What are the strengths and weaknesses of the author's position?
3. What information stood out for you or enlightened your thinking?
4. Have your perceptions of poverty and prosperity and prosperity changed since reading the book? Explain.

Part 2 Reflections

1. What new information did you learn from reading this book?
2. How did the author's experiences make you feel? Explain.
3. What did you like or not like about the book?
4. Would you recommend this book to others? Explain.

Field Experience: The Interview Assignment

You are to conduct a face to face interview with an adult person with a disability **or** with the parent of a child with a disability, using the questions provided in these guidelines. You will need to write the interview in **Q & A** format (question and answer). You will then summarize the information and write your reflections of the experience. **After the reporting the Q/A, add a reflection about how the interview impacted you.**

Questions for interviewing a person with a disability

1. Would you please describe your disability?
2. When did you first discover that you had this disability?
3. How has this disability affected your quality of life?
4. Have you had problems with accessibility due to your disability? Please explain where and when you have had problems.
5. What has been the most challenging part of having this disability?
6. What are some of the most valuable experiences you've had?
7. What have been your experiences with school personnel?
8. What have they done that has been most helpful?
9. What have they done that has been least helpful or maybe even harmful?
10. What would you want me to do/not do in terms of my interactions with you?
11. I am just learning about students with disabilities and how to work effectively with them in a classroom. What other information would you like me to know about working with people with special needs?

Questions for interviewing the parent of a child with a disability

1. Would you please describe your child's disability?
2. How did you learn that your child had a disability?
3. Do you think you were given adequate information about your child's special needs at the time you were informed of his/her disability?
4. What information would have been most valuable in helping you adjust to having a child with special needs?
5. How does your child's disability affect other people in your family and your family life in general?
6. What has been the most challenging part of having a child with a disability?
7. What special strengths or abilities do you see in your child?
8. What have been your experiences with school personnel?
9. What have they done that has been most helpful?
10. What type of services does your child receive in the school setting?
11. Has your child made social/academic progress in school? Please explain.
12. I am just learning about students with disabilities and how to work effectively with them in a classroom. What information would you like me to know about interacting with parents of special needs children?

Field Experience: Public School Observation Assignment

Public School Classroom

Students will visit a public school classroom. This should be a general education classroom that contains both general education students and special education students. The Survey student will describe the instructional process used by the teacher in the inclusive classroom. Also describe the co-teaching styles used by the teachers in the inclusive classroom. **Classroom instruction must be observed, not lunch, recess, or testing.** Students will complete the “Rating Scale for Inclusive Classroom Observation” from the next page and write a **2-3** page narrative of their experiences that will include the following:

Heading

- Student name
- Course number and section
- School site
- Names of teacher(s) observed
- Date of observation and time

Description of the Instructional Process

Describe your impressions of the school and classroom. State the type of Special Education classroom and the pupil/teacher ratio. To assist in writing the report of the observation, comment on the following issues:

1. The instructional process Describe the type of instruction you observed. Identify the type of collaborative relationship used in the instruction and classroom management.
- 2a Roles of teachers
- 2b Role of the teaching assistant (if present)
3. Examples of content
4. Student participation Describe how students participated in the lesson.
5. Lesson outcomes Describe how the lesson ended. What was learned, discussed, or produced.
7. Questions for teachers Ask the teacher to briefly describe how accommodations are made for students with disabilities in the areas of curriculum, evaluation, and instruction.
8. Reflections Write your overall impressions of the teaching episode. What knowledge did you gain from this experience? What would you do differently if you were to teach this lesson? Be specific

Rating Scale for Public School Classroom Observation

Name _____

Section _____

Please complete the rating scale after you have observed in the public school classroom. This rating scale is to be attached to the written narrative describing your experiences. Using the scale below, rate the extent to which you agree or disagree with each statement. This rating should be based on your observations in the inclusive classroom only.

Use the following rating scale.

1 strongly disagree 2 disagree 3 unsure 4 agree 5 strongly agree

1. Students with disabilities are actively participating in classroom activities.
1 2 3 4 5

2. Students with disabilities interact frequently with their nondisabled peers.
1 2 3 4 5

3. Students with disabilities are engaged in productive work.
1 2 3 4 5

4. Students with disabilities appear to be content in the general education classroom setting.
1 2 3 4 5

5. A variety of instructional strategies are used to meet the educational needs of students with disabilities.
1 2 3 4 5

6. Responsibilities involving students with disabilities are shared by both general and special educators.
1 2 3 4 5

Field Experience: Community Agency

Community Service Agency Assignment

Observation in a Community Service Agency

Students will contact a local service agency and conduct an on-site visit or participate as a volunteer for a minimum of two hours. Examples of public service agency include sheltered workshops for adults with disabilities, early intervention and preschool programs for children with disabilities, independent or assistive living programs for persons with disabilities, and family support programs. The student will observe, identify, and describe the curriculum and services provided by the agency. The student will write a 2-3 page narrative of his/her experiences that will include the following:

Heading

- Student name
- Course number and section
- Name of site
- Date and time of observation
- Services provided by the agency
- Contact person's name and phone number

Description of the Observation

Explain why you selected the agency. Describe your impressions of the agency. To assist in writing the report of the observation, comment on the following issues.

1. The setting Write a detailed description of the place visited.
2. The participants Describe the participants and staff.
3. The activity Identify the underlying instructional content of the activities observed.
4. Behaviors Describe the types of behaviors and interactions you observed including both participants and staff.
5. Reflections Write your reflections about the experience. What new information did you learn?

Possible Sites for Local Provider Observation

The student will personally contact one service provider and explain that he/she is a student at the University of Arkansas taking a course about people with exceptionalities. The student will explain that he/she wishes to learn about the organization so that when teaching, he/she will be able to make appropriate referrals. If granted permission to observe, the student will state that he or she agrees to keep confidential any information that might infringe on a client's privacy. The agency may request that the student complete "Confidentiality Training" prior to the observation. Below are some possible sites in Northwest Arkansas.

Benton County Sunshine School
Richardson Center
Life Styles

- UNIVERSITY OF ARKANSAS

Self-Paced (Correspondence) Course

CIED 3103

Children's Literature

Instructor

Jonathan Langner, M.Ed.

jlangner@uark.edu

Course Overview

The purpose of children's literature in the elementary school is not only to provide enjoyment and enrichment but also to provide a crucial means of helping children learn to read and write. By being exposed to literature early in their development, children will have the opportunity to love literature and become lifelong readers. By expressing enthusiasm for books and reading in their own lives, parents and teachers can encourage children to read classical and modern literary works that are appropriate for reading and that offer true models of good writing.

Course Objectives

This course teaches both knowledge of the content of children's books, and the methodology of how to use those books with children. By the conclusion of CIED 3103, the student should have demonstrated the following competencies:

- General knowledge of the content of children's literature, and of the history of children's literature;
- Ability to evaluate and select children's books for specific purposes;
- Familiarity with award winning books and the purposes for which awards are given;
- Ability to select poetry and integrate it into an instructional program;
- Knowledge of how to create an appropriate learning environment for literature;
- Ability to connect books across the curriculum;
- Awareness of a wide variety of multicultural literature to support a pluralistic society;
- Knowledge of how to structure a literature program.

Textbook

Huck, Charlotte S., & Barbara Z. Kiefer. *Children's Literature in the Elementary School*, 8th ed. 2004.
Boston: McGraw Hill.

Required Equipment

Because all Self-Paced courses are delivered in a web-based format, students should have reliable access to a computer, the Internet, a webcam, a microphone, and speakers or headphones.

Requirements and Suggestions

9. Begin by familiarizing yourself with the required text, *Children's Literature in the Elementary School*. Notice the organization of each chapter and locate Appendix A, "Children's Book Awards."

Preview a chapter by reading the chapter outline. Read each chapter before beginning the assignment.

10. You will also need access to actual children's books, which you can obtain from sources such as public, school and university libraries, or from private collections.

11. Many examples of specific books are given to explain points in the text. You are encouraged to become familiar with as many of these recommended titles as possible, and to utilize these within your assignment answers. The bibliography at the end of each chapter will also be useful for this purpose.

Look for books by well-known authors and illustrators and get to know their styles of work.

12. When citing or listing books within the body of an assignment, use the APA format: author's name (last name, first name), title, and date of the edition you are using, followed by the date of first publication in brackets.

Example: Defoe, Daniel. Robinson Crusoe. 1972 [1719].

For more tips on using APA formatting, please use the APA Style link in the course navigation menu.

- Keeping a list of the children's books read for this course is a requirement. At the close of this course of study, you will be expected to submit an index arranged alphabetically by author in a table format as shown below.

Index of Books Read

Author	Title	Subject	1 st Pub. Date	Gr. Level
--------	-------	---------	---------------------------	-----------

--List Information in Columns under Appropriate Heading--

-
- Whenever possible, practice your oral interpretative reading skills on children. Note which books interest them, and how you can make your reading more dramatic and convey interest and enthusiasm for books and reading.
 - When a question within an assignment asks you to read, list, and annotate briefly a certain title, cite (list) the book as directed in #4 above, and include it in your index of books read. For the annotation, write a brief summary (two to three sentences) of the book in your own words.
 - The mid-term and final examinations should reflect your understanding and knowledge of the material studied for CIED 3103. They should evidence the integration of knowledge of children's books and methodologies of teaching. The mid-term and final examinations will be the determining factors in successful completion of this course. Conscientiously prepared assignments and thoughtful consideration of reading material should lead to well-written examinations which show adequate knowledge of this field.

Communication

If you have any questions about course material, email the instructor. The instructor will respond to course-related questions within 3 business days in most instances. There will be a post in the course announcements if the instructor will not have access to email for an extended period of time. If you have questions about Self-Paced Course policies or extensions, contact Global Campus. If you have questions about Blackboard or technical problems, contact Blackboard Help. Links are provided to Global Campus and Blackboard Help under Course Resources in the course navigation menu to the left.

Please make sure the course number and section is in the subject field of your email for all correspondence.

Grading Policy

Graded assignments will be returned to the students five to seven business days unless otherwise noted. Students are expected to review instructor feedback on assignments. If you have trouble accessing instructor feedback, contact Blackboard Help for assistance. A final grade will not be posted until a student has been enrolled and had access to course materials for at least three weeks. Provided work in a course has been submitted, students who do not drop a Self-Paced course by the deadline to drop with a “W” must be assigned a final course grade (A, B, C, D, or F) by the instructor of record at the end of the enrollment session. If, at the end of the enrollment session, a student has submitted nothing whatsoever in a course, including an introductory syllabus quiz, the student may be administratively dropped from the course with a “W” due to non-attendance; no tuition or fee adjustment applies to students who are dropped in this fashion.

Grading Scale

Letter	Percentage	Point Range
A	90-100%	180-200
B	80-89%	160-179
C	70-79%	140-159
D	60-69%	120-139

Letter	Percentage	Point Range
F	Below 60%	Below 120

Student Services

Students in Self-Paced Online Courses have access to University of Arkansas academic student services such as library services, Enhanced Learning Center, and Quality Writing Center. Go to online.uark.edu for full details.

Students Requiring Accommodations

Efforts will be made to accommodate students with special requirements as stipulated by the Americans with Disabilities Act. The Office of Credit Studies works with the University of Arkansas Center for Educational Access to determine how to best serve students enrolled in Self-Paced Courses.

Academic Integrity

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' at honesty.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.



[Watch Video](#)

Academic Initiatives and Integrity

Duration: (1:04)

User: theuaproductions - Added: 8/19/14

Classroom Behaviors and Netiquette

Students and instructors are expected to treat each other with respect during all activities, so please be thoughtful in sharing your perspectives and responses with one another. Please contact the instructor if you have any concerns regarding interactions during this course.

Netiquette is a set of rules for behaving properly online. It is important that all participants in online courses be aware of proper online behavior and respect each other.

Here are the rules for appropriate language for an educational environment:

- Use complete sentences.
- Use proper spelling and grammar.
- Avoid idioms and slang.
- Do not use obscene or threatening language.
- You may use emoticons (smiley faces) if appropriate :)

Remember that the university values diversity and encourages discourse. Be respectful of differences while engaging in online discussions.

Enjoy this quick 2 minute video on Discussion Board Netiquette:



[Watch Video](#)

Academic Appeals

Students are encouraged to resolve academic conflicts and complaints informally with the course instructor, department, or through the assistance of the University Ombuds Office. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the [Undergraduate Catalog of Studies](#) or the [Graduate Catalog of Studies](#) for appeals structures and formal procedures for academic grievances.

Statement of Student's Rights

By mandate of The Family Educational Rights and Privacy Act (FERPA), a [student at the University of Arkansas has certain rights with regard to their educational records.](#)

Statement on the Nature of Self-Paced (Correspondence) Coursework

Self-Paced (Correspondence) Courses are taught in a web-based format by instructors approved by University of Arkansas academic departments. There is typically no interaction among students enrolled in Self-Paced Courses, and interaction between a students and an instructor is typically initiated by the student. Self-Paced Courses require a substantial amount of self-discipline, and Self-Paced Courses require a substantial amount of self-discipline, and Self-Paced Courses are not considered to be *distance education*.

UNIVERSITY OF ARKANSAS

Self-Paced (Correspondence) Course

CIED 3113

Emergent and Developmental Literacy

Instructor

Catherine Lux, M. L. S.
clux@uark.edu

Course Overview

This course presents a balanced approach to literacy instruction in kindergarten through eighth grade, with an emphasis on the primary grades (k – 3). Course content is based on scientific research with a practical orientation. The objective is to prepare effective teachers who understand how literacy develops, who are able to create a classroom climate that supports authentic literacy, and who differentiate instruction so that every student can succeed.

Several topics are covered including the reading and writing processes, assessment, understanding how children learn and how literacy develops, phonemic awareness and phonics, word knowledge, comprehension, organizing for instruction, differentiating instruction, and reading and writing in the content areas.

Textbook

Tompkins, Gail. *Literacy for the 21st Century: A Balanced Approach*, 5th edition. 2010.

Required Equipment

Because all Self-Paced courses are delivered in a web-based format, students should have reliable access to a computer, the Internet, a webcam, a microphone, and speakers or headphones.

Course Requirements

There are 13 assignments, plus a midterm and a final examination. Assignments will be graded S (satisfactory) or U (unsatisfactory). All lessons must be completed satisfactorily. After completing lessons 1 - 6, the midterm will be administered. After completing lessons 7 - 13, the final will be given. The course grade will be determined by the average of the combined midterm and final examination grades.

? **Assignments**

The assignments are designed to familiarize you with the main concepts presented in each of the 12 chapters in the textbook, plus a 13th assignment where you bring together what you have learned by planning a thematic unit. Answering the assignment questions fully will help you prepare for the exams. Assignments will usually be graded within a week. Be sure to open the returned assignment and review the instructor's comments.

? **Examinations**

The midterm and the final exam will each contain 50 multiple choice questions worth 1 point each, and 5 essay questions worth 10 points each for a total of 100 points.

Communication

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Assignments	Percentage of grade
13 Assignments	25%
Mid term and Finaal Exam	75%

Grading Scale

Letter	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%

Letter	Percentage
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**UNIVERSITY OF ARKANSAS
SCHOOL OF SOCIAL WORK
CHILD WELFARE: 21ST CENTURY PERSPECTIVES
SCWK 3633
Fall 2015**

Instructor: Amanda Cude-Woods, LCSW, RPT
Office Hours: By appointment
E-mail: Acudewoo@uark.edu

Textbook: UNDERSTANDING CHILD ABUSE AND NEGLECT, 9th Edition
Cynthia Crosson-Tower

COURSE PURPOSE

This course is designed to introduce students to the concepts of child welfare system and provide a historical context for the legal, educational and social services that have impacted its development. Students will be challenged to examine the evolution of child welfare from its beginnings through events of interest today and its path for the future. Emphasis will be placed on identifying, reporting and investigating child abuse and neglect and understanding the treatment/service systems for families facing these issues. Practical experience as well as theoretical learning will be a part of the course. Students will have the opportunity to hear about the experiences of professionals practicing in the child welfare field. Cultural competence and family-centered practice concepts will be integrated throughout.

COURSE OBJECTIVES

Upon successful completion of this course you will be able to demonstrate achievement of the following educational objectives:

Knowledge

1. Knowledge of the development of child welfare services in the United States and of the organization and functioning of state and local child welfare systems.
2. Knowledge of the process of reporting, investigating and providing services to families with child abuse/neglect issues.
3. Knowledge of the concept of family preservation through family-centered practice.
4. Knowledge of the foster, guardianship and adoption process and the laws governing child welfare and the court system that governs child welfare.
5. Knowledge of professional social work and social welfare history and the impact of that history on current practice approaches as it pertains to youth, children and families.

6. Identify and obtain a general understanding of how to analyze family well-being and improve family functioning from various perspectives utilized by a social worker.
7. Knowledge of the influence of child welfare problems based on religion, socio-economic class, culture, age, race, ethnicity, gender, disability or sexual orientation on individuals, families, groups, organizations and communities.

Skills

1. The ability to identify potential types of assistance to children and families.
2. The ability to identify various types of child abuse/neglect.
3. Demonstrate the role of research and socio-economic data to increase knowledge and understanding of children and families for the purpose of promoting the well-being of children, families, women and society.
4. The effective use of oral and written communication skills.
5. Demonstrate integration of the values and principles of ethical social work practice consistent with the National Association of Social Workers Code of Ethics.
6. The ability to use basic critical thinking skills to address issues related to the implications of child welfare for social work practice.

Values

1. Recognition that diversity is the rule rather than the exception and knowledge about and appreciation of human diversity based on: age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
2. Recognition of the impact of discrimination and oppression based on: age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation—in family, group, organizational, community and international contexts on our ability to attain social and economic justice.
3. Recognition of the impact of social welfare policies and services especially those in the public sector, on the ability of individuals to reach or maintain optimal health and well-being.

Grade Assignment

Grades will be assigned from scores on 3 quizzes, 2 exams, 2 written assignments (either a written analysis of one of the books from the approved reading list or a summary of an observed juvenile court hearing in Washington County Juvenile Court and a solution-focused paper), and on class attendance/participation. Exam dates, and points assigned to each, are listed on the Class Schedule. Exams and quizzes will be given in class and will consist of composed of multiple choice, true false, matching, short answer and essay questions. Students are expected to take exams on the dates listed. If the student must

participate in a University event or knows in advance that he/she cannot be in class on an exam date, the student must make arrangements to take the exam **prior** to the scheduled exam date. **MAKE-UP QUIZZES and/or TESTS WILL NOT BE OFFERED AFTER THE SCHEDULED QUIZ /TEST DATES. Some quizzes may be unannounced. It will be left to the instructor's discretion whether make up opportunities will be given if unannounced quizzes are missed.**

The class schedule may be adjusted during the semester. If so, the instructor will inform students in advance of any change in assignment and/or exam dates. It is important to attend class regularly as notification will be given in class of changes.

Grading scale:

90 – 100 = A, 80 – 89 = B, 70 – 79 = C, 60 – 69 = D and below 60 = F

Assignments/Papers

Assignment 1: Literature Analysis or Court Assignment- 35 points

Literature Analysis: Students will choose and read one of the books from the approved reading list provided below and write a 3-4 page analysis of the child welfare implications.

Approved books for assignment:

The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook—What Traumatized Children Can Teach Us About Loss, Love and Healing,

Bruce D. Perry, Maia Szalavitz

Finding Fish, Antwone Quenton Fisher

Hope's Boy, Andrew Bridge

Orphan Train, Christina Baker Kline

Another Place at the Table, by Kathy Harrison

The Family Nobody Wanted, Helen Grisby Doss, Mary Battenfeld

Identical Strangers: A Memoir of Twins Separated and Reunited, Elyse Schein, Paula Bernstein

Child Called It, Dave Pelzer

OR

Juvenile Court Assignment: Students will be required to attend at least one FINS, or juvenile delinquency hearing in Juvenile Court and write a 2-3 page summary of the hearing and how it relates to legal process we have been learning about in class.

Assignment 2: Solution-Focused Assignment - 50 Points

Students will identify one current problem/challenge within the child welfare system and will propose a solution. Students will be expected to identify and briefly analysis at least one policy and one local agency/resources attempting to address this issue. Students will be expected to justify how their proposal will enhance or augment current policies and resources. 4-5 pages.

Any homework assignments will be due the first five minutes of class on the due date. Papers are to be turned in via blackboard on the due date by the time of class. Hard copies are not needed or accepted.

ASSIGNMENTS/PAPERS TURNED IN MORE THAN 5 MINUTES LATE WILL NOT BE ACCEPTED AS A RULE.

Students are expected to contact the instructor in advance if they feel special accommodations are needed. These will be addressed on a case-by-case basis at the instruction's discretion.

Summary of Grading:

Quiz 1	10 points
Quiz 2	15 points
Quiz 3	20 points
Midterm Exam	40 points
Final Exam	55 points
Juvenile Court Observation or Literature Analysis Paper	35 points
Solution-Focused Assignment	50 points
Participation	25 points

Total Possible Points **250 POINTS**

Guest Speakers: If we have guest speakers the material covered by them will be included on quizzes/exam.

Class Attendance/Participation: Class attendance and participation contribute to the student's grade. Attendance will be taken each class period. Arriving late to class is disruptive and disrespectful to your peers and instructor, be on time to class. Arriving more than 5 minutes late (at the start of class or returning from break) forfeits your attendance for that day. Leaving early may also forfeit your attendance for the day. Students are allowed **2** absences before losing points. **Students will lose 5 points from**

their final grade for each additional absence. Students are responsible materials covered in class and any supplemental readings or assignments that may be added to the course calendar at the instructor's discretion. For this reason, it is essential students regularly attend class.

Students may earn up to 25 points for in-class participation/discussion and any blackboard, homework and/or in class assignments.

To clarify, students will lose points from their final grades for unexcused absences beyond the allowed 2. Students must both be present and actively engaged in discussions, activities and any in class or homework assignments to get their full participation points.

Academic Integrity: All assignments should be prepared specifically for this course, and should not have been used in any other course. All direct quotes or paraphrasing used in paper assignments should be properly cited and referenced in APA format. Failure to properly cite material is considered plagiarism.

Questions about academic responsibility, plagiarism, cheating, etc. will be resolved in accordance with established University regulations. Cases in which there is evidence of cheating will result in penalties ranging from zero on an exam, paper, or assignment to University disciplinary action. Academic dishonesty is taken very seriously and will not be tolerated.

Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student. Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another's work or by interfering with the independent completion, submission, or evaluation of academic work. Academic dishonesty may include those acts defined as research or scholarly misconduct; such academic integrity issues are subject to review under this policy as well as under the University's Research and Scholarly Misconduct Policy. Which policy applies to particular allegations is addressed in more detail below; if necessary, the Research Integrity Officer, in consultation with the student's dean, shall determine which policy is most appropriate for a given case.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility.

Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's [Academic Integrity Policy](#). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Papers will be run through safe assign. Any student suspects of cheating, copying another's work and/or plagiarizing may forfeit their grade on the assignment and will be reported the academic integrity monitor.

Inclement Weather: Class will generally be held when the University is open. (See the University Inclement Weather Policy regarding closing of the University.) If the local

media is announcing that roads are hazardous and advising people not to drive, I will send an email on whether class will be held that day in class or via blackboard. For anyone who does not have internet access at home, please make arrangements to be notified by phone.

Religious Observances: Although Christian Holidays are reflected to some extent in the Academic calendar or the University, holidays of other religious groups are not. When members of any religion seek to be excused from class for religious reasons, they are expected to provide the instructor with a schedule of religious holidays that they intend to observe, in writing, before the completion of the first week of classes. The schedule of classes informs students of the University calendar of events, including class meetings and final examination dates.

EMERGENCY PROCEDURES

The University of Arkansas is a very safe campus and there is a low probability that a serious incident will occur here. However, it is each student's responsibility to be familiar with the University's emergency procedures for evacuation and securing shelter. Our preparedness will be critical IF an unexpected event occurs!

Instructions for specific emergencies, such as severe weather, active shooter or fire, can be found at emergency.uark.edu. However, there are some simple things you should do in the event an emergency occurs during our class.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

COURSE SCHEDULE

Date	Topic & Assignments Due	Reading Due
8-24-15	Introduction, begin chapter 1 History & Evolution of Child Welfare	Chapter 1
8-31-15	Finish Chapter 1, Chapter 2 Family Roles & Systems Examining the Impact of Diversity & Discrimination in Child Welfare	Complete Chapter 1 & 2
9-7-15	<i>OUT FOR LABOR DAY</i>	
9-14-15	Chapter 3-Poverty, Child Development & the Education System QUIZ 1	Chapter 3
9-21-15	Child Neglect	Chapter 4
9-28-15	Reporting/ Investigating child abuse; Assessment of family well-being, strengths and challenges	Chapter 10
10-5-15	Physical Abuse	Chapter 5
10-12-15	Laws and the Court System Governing Child Welfare MIDTERM EXAM	Chapter 11
10-19-15	<i>OUT FOR FALL BREAK</i>	
10-26-15	Sexual Abuse of Children & Intrafamilial abuse PAPER 1 DUE	Chapter 6 & 7
11-2-15	Extrafamilial Abuse & Psychological Abuse	Chapter 8 & 9
11-9-15	Foster Care	Chapter 14
11-16-15	Finding Permanency: Reunification, Adoption, Legal Guardianship & Independent living	Assignment to be announced Start reading Chapter 12 & 13
11-23-15	Providing services to families & the children: family- centered and family preservation interventions PAPER 2 DUE	Complete Chapter 12 & 13
11-30-15	Special Topics, Trends & Challenges in Child Welfare in the 21st Century	Readings/assignments to be announced
12-7-15	Wrap up & Review for final	
	Final Exam	



UNIVERSITY OF ARKANSAS

COLLEGE OF EDUCATION
& HEALTH PROFESSIONS

Department of Curriculum and Instruction

I. Program Affiliation: Special Education

Course Number and Title: SPED 4413 ABA and Classroom Management for Teachers

Catalog Description: Students in this course will develop an understanding of the basic principles of Applied Behavior Analysis (ABA) and learn how to implement these principles across a Positive Behavior Support Model. Intervention plans include development of individual supports, classroom management supports, and whole school behavior supports.

Prerequisites:

Instructor: Dr. Elizabeth R. Lorah lorah@uark.edu (479) 575-5498

Undergraduate and graduate credit

This course is one of the substantive core courses required of all education majors at the undergraduate level.

III. Goal

IV. Competencies

By the end of the course, the student will access, use, and/or generate knowledge by integrating theory and practice.

- ✓ Define the basic principles of ABA including operant conditioning, reinforcement, the four term contingency, antecedent based interventions, behavior teaching, and consequences
- ✓ Determine the function of a behavior
- ✓ Complete a functional behavior assessment
- ✓ Develop a behavior intervention plan across the four-term contingency
- ✓ Understand the need for a classroom positive behavior support plan
- ✓ Develop a classroom management positive behavior support plan
- ✓ Understand school wide positive behavior supports
- ✓ Develop strategies for school wide behavior support programs

V. Content

A. Field Experiences

Students will be required to collaborate with a teacher of children with a behavior issue to design, implement and monitor a FBA/BIP. Students will be required to graph progress and made recommendations for program adaptations. 20 hours contact is required for this field experience

B. Graduate Students

Graduate students will be required to complete the required field experience but will also work with a student and their family for transfer to occur—school to home.

VI. Evaluations and Assignments

C. Assignments:

VIII. Grading Scale

A	93-100%
B	85-92.99%
C	77-84.99%
D	70-76.99%
F	69.99% and Below

All written assignments are to be prepared on a computer and submitted in a Microsoft Word (.doc or .docx). Typos, misspellings, and grammar errors will result in a lower grade. Use people-first language. Avoid language that is sexist, culturally biased, reinforcing of stereotypes or offensive to person with disabilities. For your written assignments, use Times or Times New Roman 12 font with 1-inch margins and double spacing. The Publication Manual of the American Psychological Association (6th ed.) format is to be used when citing materials both in-text and in the reference list. Assignments will not be accepted after the final due date.

HINT: Retain a personal copy of your work since they will not be returned to you and you may wish to use some for your work for portfolio.

IX. Technology

SPED 4413 ABA and Classroom Management for Teachers technology is used to deliver instruction to teacher candidates in the following ways:

1. **Blackboard Learn** is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course [Click image to go to the UofA Blackboard Login].
2. Candidates can view the course via their smart phones, iPads, computers, etc using Blackboard Mobile
3. Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content
4. The [University of Arkansas Distant Education Library and the Mullins Library](#) provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.
5. **myCoursesEval** is used for end of course evaluations and are completed online to ensure complete confidentiality at the [MyCoursesEval portal](#).

Teacher candidates use various software packages as well as Web 2.0 technologies to complete assignments. The goal of these assignments is to expose candidates to technologies that they might use in their future classrooms. Below are the assignments and the technology used.

1. The Journal assignment in Blackboard is used to have candidates reflect on their experiences volunteering at facilities that support persons with disabilities.
2. End of course evaluations are sent to teacher candidates electronically during the last week of classes. Teacher candidates will receive an eMail from courseval@uark.edu announcing the survey open/close date.

X. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process and includes plagiarism. To view the Academic Integrity for Students video on the Academic Initiatives and Integrity website at the University of Arkansas: <http://honesty.uark.edu/>

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/>.

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden.

*State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. **You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from your instructor.***

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

XI. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Academic Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at cea.uark.edu. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodation in a timely manner to ensure sufficient time to arrange reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks. Email your professor if you wish to speak to him or her confidentially.

XII. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate steps read the provosts website on [Academic Integrity](#) . If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies [Academic Regulation](#) page or the Graduate Catalog of Studies [Objectives & Regulations](#) page for appeals structures and formal procedures for academic grievances.

XIII. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. Review the Computing Code of Conduct because sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behavior can result in possible removal from the class and /or disciplinary action as per the student handbook.

XIV. Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu .

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL**- 9-1-1
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Additional Weather Information:

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check www.uark.edu for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

Students in special education classes should use discretion in making the decisions concerning their personal safety. Online classes are generally not impacted by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the on campus "Inclement Weather Policy" may be helpful and is, therefore, included in the syllabus.

- See the inclement weather web site at <http://emergency.uark.edu/17098.php>. Call 479-575-7000 or the University switchboard at 575-2000 for recorded announcements about closings.
- Check voice email for announcements
- Listen to KUAF Radio, 91.3 F< or other local radio and television stations for announcements
- Contact your supervisor or instructor

V. Course Resources

Mullins Library

University General Access Computer Laboratories

XVI. Research Base

Required Textbooks/ resources

Books can be purchased through the [UARK bookstore](#) or online.

Ziripoli, T. J. (2012). *Behavior management: Positive applications for teachers* (6th ed.). Upper Saddle River, New Jersey: Pearson

Classical and Current Resources

Kerr, M.M., & Nelson, C.M. (2006). *Strategies for addressing behavior problems in the classroom* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Alberto, P. A., & Troutman, A. C. (2006) *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Kauffman, J. M., Mostert, M. P., Trent, S. C., & Hallahan, D. P. (2006). *Managing classroom behavior: A reflective case-based approach* (4th ed.). Boston: Allyn & Bacon.

Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2005). *Classroom management for middle and high school teachers* (7th ed.). Boston: Allyn & Bacon.

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2006). *Classroom management for elementary teachers* (7th ed.). Boston: Allyn & Bacon.

Journals

Teaching Exceptional Children
Intervention in School and Clinic
Journal of Applied Behavior Analysis
Beyond Behavior

XVII. CEC Standards

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Initial Preparation Standard 2 Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC Initial Preparation Standard 3 Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula⁴ to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC Initial Preparation Standard 4 Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Initial Preparation Standard 5 Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

- 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
- 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC Initial Preparation Standard 7 Collaboration

- 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
- 7.1 Beginning special education professionals use the theory and elements of effective collaboration.
- 7.2 Beginning special education professionals serve as a collaborative resource to colleagues
- 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.



UNIVERSITY OF ARKANSAS

COLLEGE OF EDUCATION
& HEALTH PROFESSIONS

Department of Curriculum and Instruction

I. Program Affiliation: Special Education

Course Number and Title: SPED 4493 Introductions to Students with ASD

Catalog Description: The purpose of this course is to develop an understanding of autism spectrum disorders, understand the unique characteristics as they apply to the context of the classroom, be able to design an appropriate classroom setting, and use evidence based teaching practices for students with autism spectrum disorders.

Prerequisites:

Instructor: Dr. Peggy Schaefer-Whitby pschaeffe@uark.edu 479-575-3302

Undergraduate and graduate credit

This course is one of the substantive core courses required of all education majors at the undergraduate level.

III. Goal

IV. Competencies

By the end of the course, the student will access, use, and/or generate knowledge by integrating theory and practice.

- ✓ Define the various characteristics of autism spectrum disorders.
- ✓ Describe the relationship between the characteristics of ASD and classroom supports
- ✓ Design appropriate classroom environments and antecedent supports.
- ✓ Understand structured teaching
- ✓ Develop and implement visual supports
- ✓ Match appropriate instructional strategies to student needs
- ✓ Build support programs based upon both the strengths and weaknesses of people with ASD
- ✓ Develop functional communication systems for children with ASD
- ✓ Implement discrete trial teaching with fidelity
- ✓ Implement naturalistic teaching with fidelity
- ✓ Implement a prompting hierarchy

- ✓ Recognize the role and function of the Council on Exceptional Children (CEC) Code of Ethics in the education of students with exceptionalities.

V. Content

A. Field Experiences

Students will be required to collaborate with a teacher of children with ASD to design, implement and monitor a program for a child with ASD. Students will be required to submit a five minute video of their best and worst teaching (four minutes for best and 1 minute for needs improvement). 20 hours contact is required for this field experience

B. Graduate Students

Graduate Students will complete the field experiences but will work with 2 students with ASD and submit 2 five minute videos. They will then write a reflection concerning their experiences.

VI. Evaluations and Assignments

C. Assignments:

VIII. Grading Scale

A	93-100%
B	85-92.99%
C	77-84.99%
D	70-76.99%
F	69.99% and Below

All written assignments are to be prepared on a computer and submitted in a Microsoft Word (.doc or .docx). Typos, misspellings, and grammar errors will result in a lower grade. Use people-first language. Avoid language that is sexist, culturally biased, reinforcing of stereotypes or offensive to person with disabilities. For your written assignments, use Times or Times New Roman 12 font with 1-inch margins and double spacing. The Publication Manual of the American Psychological Association (6th ed.) format is to be used when citing materials both in-text and in the reference list. Assignments will not be accepted after the final due date.

HINT: Retain a personal copy of your work since they will not be returned to you and you may wish to use some for your work for portfolio.

IX. Technology

SPED 4413 ABA and Classroom Management for Teachers technology is used to deliver instruction to teacher candidates in the following ways:

1. **Blackboard Learn** is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course [Click image to go to the UofA Blackboard Login].
2. Candidates can view the course via their smart phones, iPads, computers, etc using Blackboard Mobile

3. Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content
4. The [University of Arkansas Distant Education Library and the Mullins Library](#) provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.
5. **myCoursEval** is used for end of course evaluations and are completed online to ensure complete confidentiality at the [MyCoursEval portal](#).

Teacher candidates use various software packages as well as Web 2.0 technologies to complete assignments. The goal of these assignments is to expose candidates to technologies that they might use in their future classrooms. Below are the assignments and the technology used.

1. The Journal assignment in Blackboard is used to have candidates reflect on their experiences volunteering at facilities that support persons with disabilities.
2. End of course evaluations are sent to teacher candidates electronically during the last week of classes. Teacher candidates will receive an eMail from courseval@uark.edu announcing the survey open/close date.

X. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process and includes plagiarism. To view the Academic Integrity for Students video on the Academic Initiatives and Integrity website at the University of Arkansas: <http://honesty.uark.edu/>

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/>.

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden.

*State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. **You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from your instructor.***

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

XI. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Academic Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at cea.uark.edu. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodation in a timely manner to ensure sufficient time to arrange reasonable accommodations in

a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks. Email your professor if you wish to speak to him or her confidentially.

XII. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate steps read the provosts website on [Academic Integrity](#) . If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies [Academic Regulation](#) page or the Graduate Catalog of Studies [Objectives & Regulations](#) page for appeals structures and formal procedures for academic grievances.

XIII. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. Review the Computing Code of Conduct because sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behavior can result in possible removal from the class and /or disciplinary action as per the student handbook.

XIV. Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu .

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL**- 9-1-1
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Additional Weather Information:

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check www.uark.edu for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

Students in special education classes should use discretion in making the decisions concerning their personal safety. Online classes are generally not impacted by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the on campus "Inclement Weather Policy" may be helpful and is, therefore, included in the syllabus.

- See the inclement weather web site at <http://emergency.uark.edu/17098.php>. Call 479-575-7000 or the University switchboard at 575-2000 for recorded announcements about closings.
- Check voice email for announcements
- Listen to KUAF Radio, 91.3 F< or other local radio and television stations for announcements
- Contact your supervisor or instructor

V. Course Resources

Mullins Library

University General Access Computer Laboratories

XVI. Research Base

Required Textbooks/ resources

Books can be purchased through the [UARK bookstore](#) or online.

Heflin, L. J. & Alaimo, D. F. (2007). *Students with Autism Spectrum Disorders: Effective Instructional Practices*. Upper Saddle River, New Jersey: Pearson

Classical and Current Resources:

Bondy, A. S., & Sultzer-Azaroff, B. (2002). *The pyramid approach to education in autism*. Newark, DE: Pyramid Educational Products, Inc. (www.pyramidproducts.com)

Freeman, S., & Davis, S. (1996). *Teach me language: A language manual for children with autism, Asperger's syndrome and related developmental disorders*. Austin, TX: PRO-ED, Inc.

Ghezzi, P. M., Williams, W. L., & Carr, J. E. (1999). *Autism: Behavior analytic perspectives*. Reno, NV: Context Press.

Lovaas, O. I. (1981). *Teaching developmentally disabled children: The me book*. Austin, TX: PRO-ED, Inc.

Quill, K. A. (2000). *Do-watch-listen-say: social and communication intervention for children with autism*. Baltimore: Paul H. Brookes.

Quill, K. A. (1995). *Teaching children with autism: Strategies to enhance communication and socialization*. New York: Delmar Publishers, Inc.

Schopler, E., & Mesibov, G.B. (1987). *Neurobiological issues in autism*. New York: Plenum Press.

Simpson, R. L., & Zionts, P. (2000). *Autism: Information and resources for professionals and parents*. Austin, TX: PRO-ED, Inc.

Journals

Education and Training in Autism and Developmental Disabilities

Focus on Autism and Other Developmental Disabilities

Journal of Applied Behavior Analysis

Journal of Autism and Developmental Disabilities

Teaching Exceptional Children

XVII. CEC Standards

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Initial Preparation Standard 2 Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC Initial Preparation Standard 3 Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula⁴ to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC Initial Preparation Standard 4 Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Initial Preparation Standard 5 Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities

- 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams
- 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice

- 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
- 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC Initial Preparation Standard 7 Collaboration

- 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
- 7.1 Beginning special education professionals use the theory and elements of effective collaboration.
- 7.2 Beginning special education professionals serve as a collaborative resource to colleagues
- 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

College of Education and Health Professions
Department of Curriculum and Instruction
Special Education Program: ABA Graduate Certificate
"The Scholar Practitioner Model"
CIED 499v- Special Topics in CIED

I. Program Affiliation Special Education

Course Number: CIED 499-v

Course Title: Special Topics in CIED

Catalog Description: Supervised field experience during Camp Connect, covering necessary requirements for Registered Behavior Technician certification.

Prerequisite: Instructor approval is required for admittance into this course

Instructors: Elizabeth R. Lorah, Ph.D., BCBA-D

II. Relationship to Knowledge

Registered Behavior Technician Certification

This course is a course at the undergraduate (graduate with approval from Graduate School) level in the specialty studies. The Scholar-Practitioner at this level will demonstrate skills and dispositions for teaching individuals using Applied Behavioral Analysis while demonstrating advance leaning in the specialty studies and the social and behavioral studies in the substantive areas.

III. Goal

The goal of this course is to provide future scholar-practitioners with hands on experience in applying the knowledge and skills to effectively educate students using Applied Behavior Analysis. Students who complete this course will have completed the necessary competency for the Registered Behavior Technician certification.

IV. Competencies

Behavior Analysis Certification Board Task List

A. Measurement:

A-01 Prepare for data collection.

A-02 Implement continuous measurement procedures.

A-03 Implement discontinuous measurement procedures.

A-04 Implement permanent product recording procedures.

A-05 Enter data and update graphs.

B. Assessment

- B-01 Describe behavior and environment in observable and measurable terms.
- B-02 Conduct preference assessment.
- B-03 Assist with individualized assessment procedures.
- B-04 Assist with functional assessment procedures.

C. Skill Acquisition

- C-01 Identify the essential components of a written skill acquisition plan.
- C-02 Prepare for the session as required by the skill acquisition plan.
- C-03 Use contingencies of reinforcement.
- C-04 Implement discrete-trial teaching procedures.
- C-05 Implement naturalistic teaching procedures.
- C-06 Implement task analyzed chaining procedures.
- C-07 Implement discrimination training.
- C-08 Implement stimulus control transfer procedures.
- C-09 Implement stimulus fading procedures.
- C-10 Implement prompt and prompt fading procedures.
- C-11 Implement generalization and maintenance procedures.
- C-12 Assist with the training of stakeholders.

D. Behavior Reduction

- D-01 Identify the essential components of a written behavior reduction plan.
- D-02 Describe common functions of behavior.
- D-03 Implement interventions based on modifications of antecedent such as motivating/establishing operations and discriminative stimuli.
- D-04 Implement differential reinforcement procedures.
- D-05 Implement extinction procedures.
- D-06 Implement crisis/emergency procedures according to protocol.

E. Documentation and Reporting

- E-01 Report other variables that might affect the client.
- E-02 Generate objective notes by describing what occurred during sessions.
- E-03 Effectively communicate with supervisor.
- E-04 Comply with applicable legal, regulatory and workplace reporting requirements.
- E-05 Comply with applicable legal, regulatory and workplace requirements for data collection, storage and transportation.

F. Professional Conduct and Scope of Practice

- F-01 Describe the role of the RBT in the service delivery system.
- F-02 Respond appropriately to feedback and maintain or improve performance accordingly.
- F-03 Communicate with stakeholders as authorized.
- F-04 Maintain professional boundaries.
- F-05 Maintain client dignity.

All- Observation form is aligned across these standards

V. Evaluation and Assignments

Attendance and Participation: Attendance at all morning lecture and afternoon camp sessions is mandatory. Students who miss more than one day of camp will not receive credit for the course. Morning lectures will be from 10:00-12:00, **with the exception of 7/13, when we will meet from 9:00-11:00.** Campers will be present from 1:00-4:00 and we will meet briefly after campers leave.

Reading Descriptions: There is no text for this course, however students will read selected reprints and chapters based on the topics assigned for each day. It is up to the student to have read the assigned reading prior to attending morning lecture.

Assignments (8 X 5 points= 40 points): Daily assignments are aligned directly with daily topics and the Behavior Analysis Certification Board's Registered Behavior Technician (RBT) Task List. Assignments are due at the end of the day. Late assignments will not be accepted.

Interview Competency (30 points): On the final day of class you will be interviewed as part of your final exam. During the interview you must accurately describe or discuss relevant concepts and provide examples where applicable, related directly to the RBT Task List.

Observation Competency (30 points): Throughout the course you will be observed directly implementing behavior analytic treatment as outlined by the RBT Task List. Course observations are noted on the class schedule.

VI. Syllabus Change

The instructor reserves the right to make changes to the syllabus. In the event changes are made the students will be notified.

VII. Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 69%	F

All written assignments are to be prepared on a computer using word format (doc). Typos, misspellings, and grammar errors can result in a lower grade. Avoid language that is sexist, culturally biased, reinforcing of stereotypes or offensive to person with disabilities. All written assignments should reflect clarity, and organization of thoughts. All written answers should consist of only the student own thoughts and words unless quotation marks are used. All references must be cited. Cutting and pasting will not be accepted.

VII. Academic Honesty

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X. Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

XI. Academic Honesty

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XII. Academic Appeals

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XII. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive online behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated. Review the Computer Code of Conduct. Sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behaviors will result in possible removal from the class and /or disciplinary action as delineated in the University of Arkansas Student Handbook.

XIV. Inclement Weather

Students in special education classes should use discretion in making the decisions concerning their personal safety. Online classes are generally not impacted by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the on campus “Inclement Weather Policy” may be helpful and is, therefore, included in the syllabus.

- See the inclement weather web site at uark.edu
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- Check voice email for announcements
- Listen to KUAF Radio, 91.3 FM or other local radio and television stations for announcements
- Contact your supervisor or instructor

XV. Class Schedule

Date	Topic	Readings	Assignments	Observation
7/13	Introduction to Camp: Roles & Responsibilities Introduction to Autism	RBT Task List	N/A	
7/14	Introduction to Behavior Analysis	Rogers, S. & Vismara, L. (2008). Evidence-based comprehensive treatments for early autism. <i>Journal of Clinical Child & Adolescent Psychology</i> , 37, 8-38. Baer, D.M., Wolf, M.M. & Risley, T.R. (1997). Some still-current dimensions of applied behavior analysis. <i>Journal of Applied Behavior Analysis</i> , 20, 313-327.	Autism Checklist	

		<p>Pelios, L. & Lund, S. (2001). A selective overview of issues on classification, causation, and early intensive behavioral intervention. <i>Behavior Modification</i>, 25, 678-697.</p>		
7/15	Data Collection	Cooper Chapters	Characteristics of ABA Assignment	Data Collection and Graphing
7/16	Skill Acquisition 1	<p>Smith, T. (2001). Discrete trial training in the treatment of autism. <i>Focus on Autism and other Developmental Disabilities</i>, 16, 86-92.</p> <p>Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. <i>Journal of Consulting and Clinical Psychology</i>, 55, 3-9.</p>	Turn in Data Sheet from Camp	Task Analysis and Reinforcement
7/17	Skill Acquisition 2	<p>Sundberg, M. & Michael, J. (2001). The importance of Skinner's analysis of verbal behavior for children with autism. <i>Behavior Modification</i>, 25, 689-724.</p> <p>DeLeon, I. G., & Iwata, B. A. (1996). Evaluation of a multiple- stimulus presentation format for assessing reinforcer preferences. <i>Journal of Applied Behavior Analysis</i>, 29(4), 519-533.</p>	Conduct Task Analysis	Natural Environment Teaching

7/20	Skill Assessment	Sundberg & Partington, (1998). The Behavioral Language Assessment Form (BLAF)	Preference Assessment	Preference Assessment
7/21	Functional Behavior Assessment	Carr, E. G. (1994). Emerging themes in the functional analysis of problem behavior. <i>Journal of Applied Behavior Analysis, 27</i> , 393-399. Alter, P., Conroy, M., Mancil, G., & Haydon, T. (2008). A comparison of functional behavior assessment methodologies with young children: Descriptive methods and functional analysis. <i>Journal of Behavioral Education, 17</i> , 200-219.	BLAF	Data Collection for FBA
7/22	Behavior Reduction	Cooper Chapter	Behavior Plan and Data Forms	Differential Reinforcement and Extinction Procedures
7/23	Professional Practice	Guidelines for Responsible Conduct for Behavior Analysts	Ethics Case Study	Produce a Session Note
7/24	Final Exam Interview and Observations (if necessary)	None	Reaction Paper (Interview) on RBT Role Session Note	Necessary Observations

**Registered Behavior Technician
Competency Assessment Checklist**

A. Measurement			
	Task	Observation	Interview
A-01	Prepare for data collection.		
A-02	Implement continuous measurement procedures.		
A-03	Implement discontinuous measurement procedures.		
A-04	Implement permanent product recording procedures.		
A-05	Enter data and update graphs.		

B. Assessment			
	Task	Observation	Interview
B-01	Describe behavior and environment in observable and measurable terms.		
B-02	Conduct preference assessment.		
B-03	Assist with individualized assessment procedures.		
B-04	Assist with functional assessment procedures.		

C. Skill Acquisition			
	Task	Observation	Interview
C-01	Identify the essential components of a written skill acquisition plan.		
C-02	Prepare for the session as required by the skill acquisition plan.		
C-03	Use contingencies of reinforcement.		
C-04	Implement discrete-trial teaching procedures.		
C-05	Implement naturalistic teaching procedures.		

C-06	Implement task analyzed chaining procedures.		
C-07	Implement discrimination training.		
C-08	Implement stimulus control transfer procedures.		
C-09	Implement stimulus fading procedures.		
C-10	Implement prompt and prompt fading procedures.		
C-11	Implement generalization and maintenance procedures.		
C-12	Assist with the training of stakeholders.		

D. Behavior Reduction			
	Task	Observation	Interview
D-01	Identify the essential components of a written behavior reduction plan.		
D-02	Describe common functions of behavior.		
D-03	Implement interventions based on modifications of antecedent such as motivating operations and discriminative stimuli.		
D-04	Implement differential reinforcement procedures.		
D-05	Implement extinction procedures.		
D-06	Implement crisis/emergency procedures according to protocol.		

E. Documentation and Reporting			
	Task	Observation	Interview
E-01	Report other variables that might affect the client.		
E-02	Generate objective notes by describing what occurred during sessions.		
E-03	Effectively communicate with supervisor.		
E-04	Comply with applicable legal, regulatory and workplace reporting requirements.		

E-05	Comply with applicable legal, regulatory and workplace requirements for data collection, storage and transportation.		
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F. Professional Conduct and Scope of Practice			
	Task	Observation	Interview
F-01	Describe the role of the RBT in the service delivery system.		
F-02	Respond appropriately to feedback and maintain or improve performance accordingly.		
F-03	Communicate with stakeholders as authorized.		
F-04	Maintain professional boundaries.		
F-05	Maintain client dignity.		